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ABSTRACT

This document is the final volume of a three-volume report on the Right to Read Preservice Teacher Preparation Project. It is composed of ten appendices (H-Q) containing various teaching modules, assessment forms, audio-visual materials, and orientation packages. Appendix H presents instruments for assessing student performance in student teaching. Appendix I gives several modules for student teaching of language arts, and Appendix J contains modules for elementary science. Two cover pages from teacher idea packets constitute Appendix K. A suggested audiotape slide presentation script is given in Appendix L. A form for evaluating the effectiveness of the student teaching program is Appendix M. The orientation of students to student teaching centers through various learning experiences is the subject of Appendix N, with a checklist of experiences to be undergone and a suggested module for getting to know the children of a class included. Appendix O consists of preparticipation assessment forms for student teaching. Appendix P is a handbook for student teachers, presenting the history, philosophy, rules, programs, and materials of Captain Hunt Elementary School. Appendix Q contains forms for the student evaluation of the undergraduate reading methodology course. (MB)

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APPENDIX H

INSTRUMENTS USED TO
ASSESS STUDENT PERFORMANCE IN STUDENT TEACHING

ASSESSMENT GUIDE FOR OBSERVING A LESSON

Subject Area: _____Language Arts
_____Math
_____Reading
_____Science
_____Social Studies
other:_____

Lesson Topic: _____

Student _____ Date _____

Directions: The assessor should use this form as a guide for evaluating a student's implementation of a lesson. The student's lesson plan should be attached to this form.

PART I. OBJECTIVE (check one)

The specific objective listed as a pupil outcome was:

vague, unattainable — 1 2 3 4 5 6 7 — attainable, measurable, and clearly worded

COMMENTS:

PART II. MATERIALS

The illustrative or reference material(s) used was (were) _____ for the lesson and the children.

inappropriate — 1 2 3 4 5 6 7 — highly appropriate

COMMENTS:

PART III. PROCEDURES

A. Motivation

The initial activity presented to the children:

failed to arouse interest in the lesson	1	2	3	4	5	6	7	helped to arouse a high level of interest in the lesson

COMMENTS:

B. Development of Lesson

The sequence of steps that led to the attainment of the objective were:

poorly planned, disorganized	1	2	3	4	5	6	7	very logical, purposeful and systematic

COMMENTS:

C. Summary

The summary of the lesson at the end:

failed to pull the lesson together	1	2	3	4	5	6	7	helped to bring the lesson to a successful climax

COMMENTS:

PART IV. EVALUATION OF CHILDREN

The technique or device used to assess each student's success or failure in relation to the stated objective was:

inappropriate to the stated objective	1	2	3	4	5	6	7	appropriate to the stated objective

COMMENTS:

PART V. GENERAL AREAS OF ASSESSMENT

A. The planning and implementation of the lesson demonstrated.

a lack of originality and resourcefulness	1	2	3	4	5	6	7	a high degree of originality and resourcefulness

COMMENTS:

B. The student's relationship and interaction with the children was:

ineffective	1	2	3	4	5	6	7	highly conducive to learning

COMMENTS:

C. The student's management of the children was:

ineffective	1	2	3	4	5	6	7	very effective

COMMENTS:

Overall, I would rate this lesson as (check one):

1	2	3	4	5	6	7
not passing		marginal passing		average		above average

NOTE: Lessons rated as less than a 3 overall, should be rescheduled. Refer to Parts I-V for detailed explanation.

COMMENTS:

Assessed by _____ Date _____

ASSESSMENT GUIDE FOR A
DIRECTED READING ACTIVITY

Student _____ Date _____

Directions: The assessor should use this form as a guide for evaluating a student's implementation of a directed reading activity.

The student's lesson plan should be attached to this form before the lesson is implemented. Upon the completion of the lesson, this form and the lesson plan should be returned to the instructor.

PART I. PREPARATION FOR READING (check one)

A. Providing Necessary Background

The student strengthened the children's background for the story through a discussion of their past experiences that were either directly or indirectly related to the content of the new selection.

inadequate 1 2 3 4 5 6 7 highly adequate

COMMENTS:

B. Pre-teaching Important Vocabulary

The student presented key vocabulary words in meaningful contexts.

words were either poorly introduced or not introduced at all 1 2 3 4 5 6 7 words were pretaught in a highly meaningful way

COMMENTS:

C. Establishing Purpose for Reading.

The purpose for the first silent reading of the selection was:

ambiguous 1 2 3 4 5 6 7 clearly explained to the students

COMMENTS:

PART II. SILENT READING AND DISCUSSION

The discussion that followed the first reading:

failed to effect a better understanding of the material 1 2 3 4 5 6 7 contributed significantly to the students' understanding of the material

COMMENTS:

PART III. EXTENDING SKILLS AND ABILITIES

The skill introduced as a follow-up to the discussion was:

inappropriate 1 2 3 4 5 6 7 highly appropriate

COMMENTS:

PART IV. ENRICHMENT AND FOLLOW-UP

(not required)

PART V. GENERAL AREAS OF ASSESSMENT

A. The planning and implementation of the lesson demonstrated:

a lack of originality and resourcefulness 1 2 3 4 5 6 7 a high degree of originality and resourcefulness

COMMENTS:

B. The student's relationship and interaction with the children was:

ineffective 1 2 3 4 5 6 7 highly conducive to learning

COMMENTS:

Overall, I would rate this lesson as (check one):

1	2	3	4	5	6	7
not passing		marginal passing		average	above average	

NOTE: Lessons rated as <u>less than</u> a 3 overall, should be rescheduled. Refer to Parts I-III for detailed explanation.

COMMENTS:

Assessed by _____ Date _____

ASSESSMENT GUIDE FOR
LANGUAGE-EXPERIENCE ACTIVITY

Student _____Date _____

Directions: The assessor should use this form as a guide for evaluating a student's implementation of a Language-Experience Activity (individually or group dictated story).

Criteria For Attainment: Satisfactory performance in four out of five parts.

PART I. STIMULATING DISCUSSION (check one)

A. The teacher caught and held the attention of the pupil(s) with an item of interest.

uninteresting stimulus	1	2	3	4	5	6	7	highly interesting stimulus

COMMENTS:

B. The guided discussion stimulated oral language usage. The questions asked by the teacher helped prepare the pupil(s) for the dictated story.

no meaningful oral language stimulation	1	2	3	4	5	6	7	high degree of meaningful oral language

COMMENTS:

PART II. CREATING THE STORY

The teacher guided the pupil(s) in preparing a dictated story of the activity experienced.

inadequate teacher gudiance	1	2	3	4	5	6	7	excellent teacher guidance

COMMENTS:

PART III. READING THE STORY

A. Upon completion, the teacher read the entire story to the pupil(s).

No Yes

COMMENTS:

B. The pupil(s) and teacher then read the dictated story together.

No Yes

COMMENTS:

C. The teacher directed the pupil(s) to read all or part of his (their) story.

No _____ Yes _____

COMMENTS:

PART IV. DEVELOPING SKILLS

The teacher used the story to develop a reading skill.
Example: Comprehension questions on reading for details.

No _____ Yes _____

COMMENTS:

PART V. GENERAL AREAS OF ASSESSMENT

A. The lesson was well organized and developed.

poorly organized 1 2 3 4 5 6 7 highly organized

COMMENTS:

B. The student demonstrated creativity in planning and implementation of the lesson.

creativity shown 1 2 3 4 5 6 7 high degree of creativity

COMMENTS:

C. The student was able to establish rapport and a working relationship with the children.

poor teacher-pupil rapport 1 2 3 4 5 6 7 excellent teacher-pupil rapport

COMMENTS:

Overall, I would rate this lesson as (check one):

1 not passing 2 3 marginal passing 4 average 5 6 above average 7

NOTE: Lessons rated as less than a 3 overall, should be [illegible] scheduled. Refer to Parts I-V for details. [illegible] planation.

COMMENTS:

Assessed by _____ Date _____

OBSERVING TEACHER CHARACTERISTICS*

Student Teacher _____ Evaluation: ____Midterm
(Check one) ____Final

School _____

Cooperating Teacher _____

College Resource
Professor _____

Date _____

PRE-TEACHING BEHAVIORS

Planning for Learning Activities

Comments:

1 2 3 4 5 6 7

-No plan for classwork.
-Unprepared.
-Disorganized plan.
-Plans were stereotyped, relied only on materials already familiar to children.
-Alternatives included in plans.
-No evidence of theory in planning.
-Objectives not apparent.
-Little or no anticipation of students' needs.

-Showed evidence of short and long range planning.
-Formal and/or informal plans for lesson were complete and useful.
-Demonstrated ability to develop flexible plans.
-Was able to translate theory into practice.
-Objectives for teaching activities apparent.
-Was able to anticipate students' needs.

*Parts of this instrument are adapted from:
Ryans, D.G. Characteristics of Teachers
Their Description, & Appraisal,
A Research Study.
Washington, D.C.: American Council of Education, 1960

TEACHING BEHAVIORS

Aloof 1 2 3 4 5 6 7 **Responsive**

-Stiff and formal in relations with pupils.
-Apart; removed from class activity.
-Condescending to pupils.
-Routine and subject matter only concern; pupils as persons ignored.
-Referred to pupil as "this child" or "that child"

-Approachable to all pupils.
-Participated in class activity.
-Responded to reasonable requests and/or questions.
-Spoke to pupils as equals.
-Commended effort.
-Gave encouragement.
-Recognized individual differences.

Comments:

Harsh 1 2 3 4 5 6 7 **Kindly**

-Hypercritical· fault-finding.
-Cross; curt.
-Depreciated pupil's efforts: was sarcastic.
-Scolded a great deal.
-Lost temper.
-Used threats.
-Permitted pupils to laugh at mistakes of others.
-Was impatient with pupils.

-Was pleasant and friendly with children.
-Gave a pupil a deserved compliment.
-Found good things in pupils to call attention to.
-Seemed to show sincere concern for a pupil's personal problem.
-Showed affection without being demonstrative.
-Disengaged self from a pupil without bluntness.
-Demonstrated patience with pupils.

Comments:

Dull 1 2 3 4 5 6 7 **Stimulating**

-Uninteresting, monoconous explanations.
-Assignments provided little or no motivation.
-Failed to provide challenge.
-Failed to capitalize on pupil interests.
-Pedantic, boring.
-Lacked enthusiasm; bored-acting.

-Highly interesting presentation; got and held attention without being flashy.
-Clever and witty, though not smart-alecky or wisecracking.
-Enthusiastic; animated.
-Assignments challenging.
-Took advantage of pupil interests.
-Brought lesson successfully to a climax.
-Seemed to provoke thinking.

Comments:

Stereotyped 1 2 3 4 5 6 7 **Original**

-Used routine procedures without variation.
-Would not depart from procedure to take advantage of a relevant question or situation.
-Presentation seemed unimaginative.
-Not resourceful in answering questions or providing explanations.

-Used what seemed to be original and relatively unique devices to aid instruction.
-Tried new materials or methods.
-Seemed imaginative and able to develop presentation around a question or situation.
-Resourceful in answering questions: had many pertinent illustrations available.

Comments:

Erratic-Irritable 1 2 3 4 5 6 7 **Steady-Poised**

-Impulsive; uncontrolled; temperamental; unsteady.
-Course of action easily swayed by circumstances of the moment.
-Inconsistent.
-Easily disturbed and upset; flustered by classroom situation.
-Hurried in class activities; spoke rapidly using many words and gestures.
-Was "jumpy", nervous.

-Calm; controlled.
-Maintained progress toward objective.
-Stable, consistent; predictable.
-Seemed at ease at all times.
-Unruffled by situation that developed in classroom; dignified without being stiff or formal.
-Unhurried in class activities; spoke quietly and slowly.
-Successfully diverted attention from a stress situation in classroom.

Comments:

Inflexible 1 2 3 4 5 6 7 **Adaptable**

Comments:

-Rigid in conforming to routine.
-Made no attempt to adapt materials to individual pupils.
-Appeared incapable of modifying explanations/activities to meet particular classroom situations.
-Impatient with interruptions and digressions.
-Failed to adapt to an unusual classroom situation.
-Lessons dragged: interest on part of children was inconsistent.

-Flexible in adapting explanations.
-Individualized materials for pupils as required; adapted activities to pupils' developmental levels.
-Took advantage of pupils' questions to further clarify ideas.
-Met an unusual classroom situation competently.
-Economy of time: pacing kept children involved in lesson.

POST-TEACHING BEHAVIORS

Follow-up of Learning Activities

Comments:

1 2 3 4 5 6 7

-Failed to plan lessons based on results from earlier lessons.
-Record-keeping was not efficient.
-Made little or no use of information from records of students.

-Used diagnostic-prescriptive techniques.
-Kept records of students' progress efficiently.
-Made use of pupil records.

Ability to Self-Appraise

Comments:

1 2 3 4 5 6 7

-Excessively "hard" on self; had too high expectations of self.
-Overly confident; cocky.
-Acted defensive.

-Could evaluate own teaching performance realistically.
-Could make valid, constructive self-criticisms.
-Could focus on various essential lesson elements in self-evaluating.

Use of Constructive Criticism

Comments:

1 2 3 4 5 6 7

-Performance didn't change after suggestions.
-Acted defensive

-Understood suggestions.
-Made use of suggestions.

GENERAL CHARACTERISTICS

Classroom Management

Comments:

1 2 3 4 5 6 7

-Disorganized
-Neglected physical needs of children.
-Showed inability to handle conflicts among students.
-Little or no help given pupils toward self-discipline.
-Allowed student-teacher confrontation to develop.
-Was unable to manage whole class/whole days.
-Pupils frequently did not know what was expected of them.
-Inconsistant regarding expectations.

-Maintained a climate conducive to learning.
-Was systematic in approaches used with children.
-Was orderly in using classroom space.
-Gave appropriate attention to physical comforts of pupils.
-Showed ability to handle conflicts among children successfully.
-Gave pupils guidance toward self-discipline.
-Controlled difficult situations.
-Managed entire class, and groups within the class.
-Was clear and consistent regarding expectations of pupils.

Attitudes Toward Teaching

Comments:

1 2 3 4 5 6 7

-Apathetic.
-Didn't assume responsibility.
-Generally pessimistic.
-Cursory.

-Generally optomistic: emphasized the positive.
-Enthusiasm evident.
-Conscientious.
-Thorough.

Personal Appearance

Comments:

1 2 3 4 5 6 7

-Untidy or sloppily dressed.
-Inappropriately dressed.
-Drab, colorless.
-Posture and bearing unattractive.
-Possessed distracting personal habits.
-Mumbled inaudible speech: limited expression; disagreeable voice tone: poor inflection.

-Clean and neat.
-Well-groomed; dress showed good taste.
-Posture and bearing attractive.
-Free from distracting personal habits.
-Plainly audible speech: good expression; agreeable voice tone; good inflection.

SUMMARY OF COMMENTS

FORM FOR REVIEWING STUDENT TEACHER PORTFOLIOS

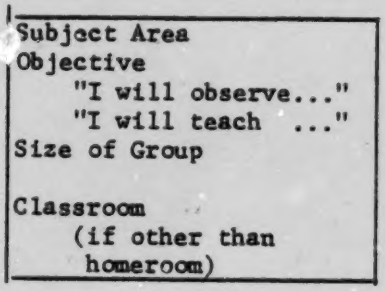
Student Teacher _____

Cooperating Teacher _____ Grade _____

Name of Reviewer _____ Date _____

1. Planbook

---Format of Plans



---Feedback

---Visits Outside of Homeroom

Other Comments:

4. Formal Observations

5. Progress in Modules: Reading

6. Progress in Modules: Science

7. Progress in Modules: Language Arts

2. Orientation Checklist

3. Preparticipation Assessment Forms

Additional Comments:

APPENDIX I

LANGUAGE ARTS MODULES FOR STUDENT TEACHING

DIRECTIONS FOR THE STUDENT TEACHER

1. Read through the items in this module.

2. Review the Module with your cooperating teacher to determine which objectives are attainable during the semester. As an initial step, refer to the prerequisite objectives to determine if you have the background experiences needed to accomplish the specific objectives in this set. Suggested activities for the prerequisite objectives may be found in Language Arts Modules for Individual Learning, by Audrey J. Crandall available Mann 207.

   Place a check (✓) next to those objectives that both you and your cooperating teacher feel can be accomplished with children in your assigned classroom. Those objectives that are determined to be attainable outside of the regular classroom should be noted in the column labeled "Objectives Attainable Outside the Assigned Classroom."

3. Select and experience learning activities that can be used to attain specific objectives in this module. In order to keep record of your experiences, either place a check (✓) next to those activities used to meet the requirements of specific objectives or write in your own list of additional activities. An example is provided below:

   Learning Activities

   1. Examine the following source books:
      Language Arts Box
      Dramatics, Cards 1-17

   2. Examine materials of program you will be teaching and organize them for use.

4. Referring to the key below, indicate what form of assessment was used to determine if a specific objective had been attained.

S	Self	IRT	Informal Resource Teacher
IP	Informal Peer	FRT	Formal Resource Teacher
FP	Formal Peer	IRP	Informal Resource Professor
IT	Informal Teacher	FRP	Formal Resource Professor
FT	Formal Teacher	Other	(Explain)

5. For those objectives you feel were achieved prior to student teaching, especially the prerequisite objectives, write in the letters "PST" under the column labeled "Dates of Attainment."

MODULE I: CHILDREN AND ORAL LANGUAGE ACTIVITIES

Set I: Children and Oral Language Activities	Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment
Module I: Children and Oral Language Activities				
A. Prerequisite Module				
Language and Thinking				
1. Prerequisite Objectives				
The student will be able to describe the developmental sequence of language acquisition in the early childhood-primary-intermediate years.			_____	
The student will be able to describe:				
1) social-cultural factors in the child's acquisition of language				
2) the rationale for the child acquiring standard English			_____	
The student will be able to describe the essential characteristics of children's thinking during pre-operational and concrete operational stages of Jean Peaget and give the implications to the teacher of young children.			_____	
The student will demonstrate a knowledge of the processes and interrelationships among language, thinking and concept development.			_____	

	Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

B. Preparticipation Assessment

Individual conference with resource professor to determine prior experience in this area.

C. Objective

General Objective

The student will be able to plan, implement and self-assess at least six activities designed to promote, extend and enrich childrens' language and thinking. O.L.R-1 _____ _____ _____ _____

Specific Objective

1. The student will be able to plan, implement and self-assess two activities with creative dramatics and movement appropriate to children in a given classroom. O.L.-O-2 _____ _____ _____ _____

2. The student will be able to plan, implement and self-assess two activities in role-playing appropriate to a group of children in a given classroom. O.L.-O-3 _____ _____ _____ _____

3. The student will be able to plan, implement and self-assess two activities with puppetry appropriate to children in a given classroom. O.L.-O-4 _____ _____ _____ _____

4. The student will be able to plan, implement and self-assess two activities in small group discussions pertinent to children in a given classroom. O.L.-O-5 _____ _____ _____ _____

5. The student will be able to plan, implement and self-assess an activity to demonstrate

		Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain-ment	Forms of Assess-ment
the committee process with children in a given classroom including a) preplanning with children b) organizing committees and setting tasks c) committee work periods d) culminating activity of committees	O.L-O-6				
6. The student will be able to demonstrate two activities regarding class forum or debate appropriate to children in a given classroom.	O.L.O-7				
The student will be able to plan, implement and assess several activities leading to an informal production of a skit or play appropriate to children in a given classroom.	O.L-O-8				
Add your own objective.	O.L-O-9				

Learning Activities

1. Examine the following sourcebooks:

   A. Creative Drama/Movement and Role-Playing
      1. B. Tyas, Child Drama in Action
      2. Videotape, "The Scarecrow"
      3. Language Arts Box
         a) section D-Creative Dramatics cards D 1-D 17
         b) Public Speaking, Cards PS-PSK
         c) Dramatics: Cards D 1 - D 17

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

d) Radio and Television: Cards RIV 1-9
e) Vocabulary Development: Cards VD 1-10

4. Houghton-Mifflin Interaction ~~Series~~ Activity Cards

a) Preliteracy Level 0 (K-1)

Play-Acting: Making Shapes
Try-out Your Voice
Headbands & Hang-ons
Playhouse
Telephone Cav

Sharing Books:
Make Big Puppets
Learn a Story to Tell
Talk about Books
Show and Read
Tell a Story from a Picture Book

b) Literacy Level 1 (1-2-3)

Play Acting
Dress-up
Show What I Tell
Play with Puppets
What Am I?
Guess What I'm Doing
et al

c) Literacy Level 2 (Gr. 4-5-6)

Acting Out (all cards)
Making Up
Changing Stories
Create a Legend
Heroes & Villains
et al

Doing - Games to warm-up a group)

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain-ment	Forms of Assess-ment

Restaurant
Password
Hallihallo
et al

Telling About (all cards)

d) Activity cards for Committee Process
Finding Out and Making Things
Interviews
Shop & Tell
Bulletin Board
et al

e) Activity cards for small group discussion
Getting to Know You
Dilemma Tales
My How You've Grown
et al

2. Examine text and supplementary sources for appropriate activities.

D. Postassessment

The student will be observed formally or informally in at least three activities to promote, extend, and enrich children's use of oral language and thinking in the classroom.

HOUGHTON-MIFFLIN
INTERACTION ACTIVITY CARDS FOR ORAL LANGUAGE ACTIVITIES

Literacy Level 2 (gr. 4-5-6)

1. Acting Out (all cards)

2. Making Up

   1. Changing Stories
   2. Create a Legend
   3. Heroes and Villains
   4. Make a Story Tape
   5. Sound a Tale
   6. What's Going On
   7. Brainstorming

3. Doing (Games to Warm up a group)

   1. Restaurant
   2. People are Pawns
   3. Password
   4. Hallihalio
   5. Crazy Actions
   6. Song & Picture Show
   7. Alphabetics
   8. Create a Country
   9. Do as I Say
   10. Stage a Play
   11. Talk Show
   12. You're on the Air

4. Telling About (all cards)

5. Activity cards for Committee Process

   Finding Out

   1. Eating Habits Compared
   2. Graphs
   3. Interviews
   4. Run an Experiment
   5. Shop & Tell
   6. Class Newspaper
   7. Vital Statistics
   8. Bulletin Boards
   9. Dictionary of Local Lingo
   10. Group Cooking

6. Activity Cards to promote small group discussion

   "Getting to Know You"
   Dilemma Tales
   My-How You've Grown
   Sheep, Owls & Fables
   Take It From Here
   The Year 2000
   What's Going On?
   Invent a Board Game
   Map a Zoo or Park
   Map Your Room
   Treasure Room

MODULE II: USING CHILDREN'S LITERATURE

	Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment
Prerequisite Objectives				
The student will be able to demonstrate a knowledge of the rationale for children's literature in a primary classroom. Ch.L-R-1	_____	_____	_____	_____
The student will be able to select three books which meet the following criteria for oral reading to children at a specific age level. a) high appeal for age level interest of children b) high literary and artistic merit c) vocabulary theme and concept level appropriate to age interest level of children d) values inherent in work reflect cultural pluralism, omission of stereotypes. Ch-L-R-2	_____	_____	_____	_____
The student will plan, implement, and self-assess a story-reading activity with a follow-up appropriate to children in an elementary classroom. Ch-L-R-3	_____	_____	_____	_____
Ch-L-R-4	_____	_____	_____	_____
Objective				
Ch-L-1 The student will develop a long-range plan for oral reading to children including selections from poetry, rhymes, free verse, limerick, fairy tales, legends, fables, fiction, adventure, mystery, sports, biography, history.	_____	_____		

	Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment
1. Professional Literature				
a. Anthology of Children's Literature				
b. List of Caldecott and Newberry Award winners				
c. Weston-Woods Filmstrip records				
d. Contents of children's library				
2. Consult children's interest inventory matrix for topics of high interest.				
3. Plan a story-reading time daily or weekly for a period of time.				
4. Plan a variety of materials or media for story-reading such as				
a) flannelboard with cut-outs				
b) hand-puppet				
c) realia, props commensurate with age-interest level of children				
d) filmstrip-records				
5. Read story selections with voice, diction, and dramatic interpretation appropriate to age-interest level of children.				
6. Discuss story briefly with group noting				
a) literal comprehension of story sequence, literal comprehension of setting, characters, events				
b) inferential comprehension regarding characters, happenings, climax, ending				

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain-ment	Forms of Assess-ment

c) comparisons and contrasts between and within story
d) creative thinking-synthesis level

7. Plan with children a follow-up activity using
   a) art in any media, crayon, clay, painting, collage, mural, crayon resist, model building
   b) role-playing
   c) creative writing
   d) diorama

8. Display children's illustrations, models and writing on attractive bulletin board to recreate selection of children's literature.

Additional Activities

Postassessment

The student will record selections read orally to children in a given classroom including poetry, legends, fairy tales, fiction, biography, history with brief comments about children's interest, discussions.

RECORD OF ORAL READING FROM CHILDREN'S LITERATURE

Date	Gr. Level	Selection Title	Category	Self-assessment of children's interest/. participation-discussion

MODULE III: LEARNING CENTERS FOR LANGUAGE ARTS

		Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment
Prerequisite Objectives					
The student will demonstrate a knowledge of the assumptions about children's learning and knowing in a child-centered program.	L-C-R-1	_____	_____	_____	_____
The student will be able to describe the purposes, types of materials and activities and methods of assessment for at least three different learning centers appropriate for primary children.	L-C-R-2	_____	_____	_____	_____
The student will be able to plan a learning center appropriate to interest, ability level or specific needs of primary level children.	L-C-R-3	_____	_____	_____	_____
The student will create at least 6 activities using games, realia, materials, books, for a learning center, set up and introduce center to a group of primary children.	L-C-R-4	_____	_____	_____	_____
The student will observe children using activities in learning center in an independent manner, revise activities and adding follow-up materials and activities determined by childrens' use of learning center.	L-C-R-5	_____	_____	_____	_____
Objective					
L-A-R-1 Given the instructional reading levels of children in an elementary classroom, the student will select or create 6 games, or activity cards for a Word Center in Language Arts relative to at least three reading levels.		_____	_____		

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Learning Activities

1. Professional Literature

   Selma Herr, Learning Activities for Reading, see games listed under special skills

   Kaplan & Kaplan, Change for Children, NYM Center

   Game, Talk and Take, primary level, Houghton-Mifflin Interaction Series

   Game, Rolling Readers, (Teacher-made, see hand-out)

   Simple Scrabble and Word Bingo (Teacher-made, see Recycle)

   Word Bingo, Matching Letters & Word Games,

   Go-together Concentration or Beautiful Concentration

2. Create at least 6 word games.

3. Activity Cards:
   Dictionary
   Making Things, H. Mifflin Interaction Series

Additional Activities

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Postassessment

The teacher will assemble 6 word games appropriate to instructional reading level of children in an elementary classroom, set up Word Center and record children's use of center for at least 2 weeks.

_____ _____

Objective

L-A-R-2

Given the interest inventory matrix for an elementary classroom the student will create a listening center of at least 6 selections which were indicated on the matrix.

_____ _____

Learning Activities

1. Teacher will set up record player or cassette player with jack for 4-6 headphones.
2. Select several record-books commercially prepared.
3. Create an audio-tape for high interest book, not available commercially.
4. Set up and arrange center in an elementary classroom.
5. Observe and check children's use of listening center over a two week period.

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

6. Add new selections to listening center.

Additional Activities

Postassessment

The teacher will set up Listening Center with at least 6 selections or additions, observe and record children's use of center for at least two weeks.

Objective

L-A-3

The student will design and implement and self-assess a creative writing center appropriate to children in an elementary classroom.

Learning Activities

1. Professional Literature

H.M. Interaction Activity Cards
"Books to Make"--intermediate
"Tell it--Write it"--intermediate
"Books to Make"--primary
"Doing"--intermediate

Story starters for Film-Loop
At the Beach
The Birthday Party

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain-ment	Forms of Assess-ment

Creative Writing Ideas-Hand-out
Circle Poem--small group
K. Koch, Wishes, Lies and Dreams
Cinquain writing with 5 scarves
Study--prints, S.V.E.to stimulate writing

2. Hunt for appealing colorful pictures which depict a situation, scene or happening of interest to children in an elementary classroom.

3. Attach picture to colored tagboard, add keywords or questions to stimulate children's thinking about
   a) story sequence
   b) possible logical conclusions
   c) improbable or fanciful conclusions
   d) humorous conclusions

4. Create several blank page storybooks with covers, attach to Center, for children to add
   "Story-of-the-week"
   "Riddles to fiddle"
   "Circle Poems"
   "Pet Stories"
   "Mini-Bike Stories"

5. Create a Scroll Theatre
   Cardboard box, 16" x 24"
   with 2 paper towel rollers
   Children attach story-drawings on white shelf paper to rollers to create "Scroll Theater-of-the-Week"

6. Create a Pretend Box
   Decorate file box imaginatively (Silver foil) sequins, felt, question marks-exclamation marks)

Objective Attainable in Assigned Classroom	Objective Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Add Pretend- Story-Beginnings

7. Create Activity Check--list or Matrix to record children's use of center.

Additional Activities

Postassessment

Teacher will set up a creative writing center in an elementary classroom, observe and record children's use of center over a period of time.

Objective

L-A-4

The student will plan, implement and self-assess a puppetry center appropriate to interests of children in an elementary classroom.

Learning Activities

1. Professional Literature

   Dallman, Teaching the Language Arts in the Elementary School, p. 261-275

   Stant, The Young Child, His Materials and Activities. Chap. 8, p. 71-79

2. Collect material for a Wonder Box to be used by children to construct puppets.

	Objective Attainable in Assigned Classroom	Objective Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Rollers from papertowels and toilet paper
Paper plates, and bags
Styrofoam balls
Pipe cleaners
Scrap fabric, velvet, silks, corduroy, netting, foil, fur, cotton, bits of ric-rac, lace, buttons, jewelry, absorbent cotton, yarn

3. Create Task Cards suggesting three different kinds of puppets with directions

    a. Animal Puppets (lions, bears, cat)
    b. People Puppets - (Children, adults)
    c. Imaginary Puppets (troll, princess, robot)

4. Create a puppetry theater for classroom

    a. cardboard theater (see Dallman)
    b. table top theater

5. Create activity cards for

    a. how puppets move
    b. how puppets speak

6. Select at least 4 stories appropriate for puppetry.

7. Plan with a small group

    a. story selection
    b. creating puppets
    c. developing dialogue (either role play or written)
    d. making appropriate scenery
    e. rehearsing for smooth presentation
        1. dialogue
        2. movement

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

8. Present puppet play to classroom
   a. revise from suggestions of classmates

9. Repeat presentation for second group or classroom.

Additional Activities

Postassessment

The student will self-assess the puppetry activities over a two week period.

_____ _____

Objective

L-A-5

The student will set up an individualized pleasure reading center appropriate to free reading levels of children in an elementary classroom.

_____ _____

Learning Activities

1. Professional Literature

   Spache & Spache. Reading in the Elementary School
   Chapter in "Individualized Reading"

   Jeanette Veatch. Individualized Reading

Objectives Attainable In Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain-ment	Forms of Assess-ment

2. Arrange an attractive, comfortable free reading area in a corner of the class (or hallway). Use pillows, easy chair or rug to invite children to relax, read or browse. Provide book display case or shelves where book covers are visible.

3. Select 10 pictures or story books appropriate to free reading levels of 1 reading group in an elementary classroom.

4. Arrange book display and activity card to accompany each book
    a. activity card would be open-ended with a choice of activities.

5. Arrange story conferences weekly with children who use free reading center including
    a. child reading interesting part of story
    b. child describing story-setting, characters
    c. child describing story sequence
    d. child identifying words he doesn't know
    e. child seeking answers to questions
    f. child and teacher plan follow-up activity with
        1) art in any media, diorama, collage, models, chalk drawing, clay painting
        2) creative dramatics/role playing
        3) creative writing
        4) share a story-time

<u>Additional Activities</u>

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment
Postassessment			
The student will self-assess children's use of pleasure reading center over a period of time.		_____	_____

MODULE IV: CHILDREN'S WRITING

Prerequisite Objectives	Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment
I. Handwriting				
1. The student will be able to demonstrate:				
1) letter-formation of manuscript printing 2) letter-formation for cursive writing	_____	_____	_____	_____
2. The student will demonstrate procedures for teaching beginning handwriting skills				
a) overwriting, underwriting b) copying	_____	_____	_____	_____
3. The student will demonstrate procedures for continued teaching of handwriting skills in				
a) manuscript b) cursive	_____	_____	_____	_____
General Objective				
II. Independent Writing				
1. The student will develop at least a month long plan for teaching, facilitating of children's independent writing and/or creative writing in a given elementary class. Ch-W-R-1	_____	_____		

Specific Objectives		Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment
1. The student will demonstrate procedures for teaching overwriting, underwriting, copying and independent writing.	Ch.W-O-1	_____	_____		
2. The student will demonstrate procedures for children's use of phonics recoding for spelling.	Ch-W-O-2	_____	_____		
3. The student will demonstrate procedures for children's use of individual spelling dictionaries, class dictionaries.	Ch.W-O-3	_____	_____		
4. The student will demonstrate procedures for children's writing of 1) sentences 2) questions 3) exclamations	Ch-W-O-4	_____	_____		
5. The student will demonstrate procedures for children's building vocabulary a) naming words b) action words c) describing words	Ch-W-O-5	_____	_____		
6. The student will demonstrate procedures for children transforming sentences a) use of grammar, verb forms b) subject-verb agreement	Ch-W-O-6	_____	_____		

		Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment
7. The student will demonstrate procedures for teaching children use of punctuation a) period, question mark b) comma c) quotation marks	Ch-W-O-7	_____	_____		
8. The student will demonstrate procedures for teaching capitalization skills.	Ch-W-O-8	_____	_____		
9. The student will demonstrate procedures for children's proof-reading their writing.	Ch-W-O-9	_____	_____		
10. The student will demonstrate procedures for children's writing of paragraphs a) topic sentences, questions b) developing main idea c) summarizing d) proof-reading spelling punctuation grammar e) editing: sentence lifting	Ch-W-O-10	_____	_____		

		Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment
11.	The student will demonstrate procedures for introducing creative writing. a) motivation - story-starters, pictures- sensory awareness b) vocabulary building - Who?- When - What? c) developing, extending ideas: What? - Why? - How? d) climax e) ending f) proof-reading, editing recopying, sharing	Ch-W-O-11	_____	_____	
12.	The student will develop activities to encourage a variety of children's creative writing. a) kinds of stories, fact or fancy, humor, mystery, sports, adventure, history, science-fiction b) poetry, writing rhymes, limericks, free verse, cinquain, Haiku c) dramatizations, skits, role-playing, characters, setting scene, dialogue	Ch-W-O-12	_____	_____	

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain-ment	Forms of Assess-ment

Learning Activities

1. Professional Literature

R.Larson, Children and Writing in the Elementary School. Oxford Univ. Press, 1975.
K. Kock, Wishes, Lies and Dreams
K. Koch. Rose, How Did You Get So Red?
H. Kohl, The Open Classroom

2. Sources of Ideas

a) Houghton-Mifflin Interaction Series
Activity Cards
Level 1 K-3 Books to Make, Doing, Tell It, Write It.
Level 2 3-6 Books to Make, Doing, Tell It, Write It.

b) Language Arts Box - Creative Writing File

c) Film-loops: Story Starters
H.B.S. library & curriculum center

d) Films without words - check media person at school "Rainshower"- film without words

e) Kaplan & Kaplan A Young Child Experiences
f) Kaplan & Kaplan Change for Children

g) Kids Stuff Materials, Forte & MacKenzie-Records

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Additional Activities

Postassessment

The student will collect at least four (4) samples of independent and/or creative writing of each child in an elementary classroom. _____ _____

The student will discuss children's writing sample with cooperating teacher and/or faculty instructor. _____ _____

APPENDIX J

SCIENCE MODULES FOR STUDENT TEACHING

PREREQUISITE OBJECTIVES FROM UNDERGRADUATE SCIENCE METHODS COURSE

Set I: Nature of Science Module I: What is Science?

	Activity Attainable in Assigned Classroom	Activity Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment
A. Individual conference with college supervisor to determine prior preparation in this area. If individual has satisfactorily completed Module I-1 in Education 331 this module may be waved.			_____	

OBJECTIVES FOR STUDENT TEACHING

B. General Objectives

The general objectives of this module are to:

examine and discuss various models explaining the scientific method or scientific enterprise.

examine and discuss the various philosophies for teaching science in the elementary school.

C. Performance Objectives

In order to fulfill the general objectives the student should be able to:

discuss the meaning of science and determine some of its characteristics as to its nature for teaching elementary children.	_____	_____	_____	_____
discuss a model that is useful in explaining the scientific method.	_____	_____	_____	_____
discuss a model that is useful in explaining the scientific enterprise.	_____	_____	_____	_____

Activities Attainable in Assigned Classroom	Activities Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

D. Learning Activities

1. Examine Handbook for Education 331, Modularized Elementary Science for Preservice Elementary Teachers. Select from suggested readings of Module I-R-1 articles pertaining to this module. Read these selected sources and prepare for discussion with college supervisor.

2. Discuss meaning of science with your peers or other faculty.

E. Postassessment

The student will review the literature, discuss the meaning of science with the college supervisor or cooperating teacher, and establish a definition for science.

Set II: Analysis of a Science Program

Activity Attainable in Assigned Classroom	Activity Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Module I: Analysis of the Science Program in Your School

A. Preparaticipation Assessment

Individual conference with college supervisor to determine prior work in this area. _____ _____

OBJECTIVES FOR STUDENT TEACHING

B. General Objectives

The general objectives of this module are to:

familiarize the preservice teacher with science programs in his/her school.

examine and identify the broad aims and/or goals of the science program of his/her school.

develop an awareness of how to teach the science program currently in use in his/her school.

C. Performance Objectives

In order to fulfill the instructional objectives of this module the student should be able to:

examine, collect, and organize with the cooperating teacher the materials that are necessary for teaching the science program in their school. _____ _____ _____ _____

Activity Attainable in Assigned Classroom	Activity Attainable Outside of Assigned Classroom	Date of Attainment	Form of Assessment
describe to the resource professor the theoretical base for the learning style design of the science program used in his/her school.			
identify and describe to the resource professor the model for teaching that is employed for the science program being used in his/her school.			
examine the elementary science textbook or non-text program being used in his/her classroom according to prescribed criteria provided by the instructor.			

D. Learning Activities

1. Examine the handbook for Education 331, Modularized Elementary Science for Preservice Elementary Teachers. Select from suggested readings of Modules II-R-1 and II-R-2 and read information that would pertain to the program being used at your school.

2. Examine children's books that might relate to this program in your school.

3. Examine teacher's sourcebook for the science program you are teaching.

Activity Attainable in Assigned Classroom	Activity Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

4. Arrange a conference with your college supervisor and discuss with him:

   a. What should we teach children in elementary science?

   b. How should we teach children elementary science?

5. Examine materials and content of the science program you are teaching in this school.

E. Postassessment

Arrange for a conference with your resource professor and fulfill orally the performance objectives of this module.

Set III: Planning for a Teaching Experience

Module I: Planning for a Teaching Experience

Activities Attainable in Assigned Classroom	Activities Attainable Outside of Assigned Classroom	Date of Attainment	Form of Assessment

A. Preparticipation Assessment

Individual conference with college supervisor to determine prior participation in this area.

		_____	_____

OBJECTIVES FOR STUDENT TEACHING

B. General Objective

The general objective for this module is to develop a model for planning science lessons for elementary children.

C. Performance Objectives

In order to fulfill the general objectives of this module the student should be able to:

describe on paper a plan for each science lesson to be observed formally.

_____	_____	_____	_____

develop each plan so that it conforms to the following format.

_____	_____	_____	_____

1. Title of Lesson
2. Rationale
3. General Objectives
4. Performance Objective
5. Material Needs
6. Learning Activities
7. Assessment Design

Activities Attainable in Assigned Classroom	Activities Attainable Outside of Assigned Classroom	Date of Attainment	Form of Assessment

D. Learning Activities

1. Suggested Readings:

a. Anderson, Ronald D.,Alfred DeVeto, Edward Egil Durli, Maurice Kellogg, Leonard Kochendorfer, James Weigand, Developing Childrens' Thinking Through Science, Prentice Hall, Inc. Chap. 2, pp. 27-44.

*b. Audubon Nature Bulletin. National Audubon Society.

*c. Environmental Studies Program Kit. Environmental Studies, Box 1559 Boulder, Colorado. 80302.

d. Jacobson, Willard and Allan Kindo. SCIS Elementary Sourcebook. Science Curriculum Improvement Study, University of California. 1969. Chap.16-22.

*e. Nuffield Junior Science Project. Agalhon Press, Inc. 1971.

f. Radford, Donald. Science from Toys. MacDonald Educational, 49-50 Poland Street, London, England. 1973.

g. Schmidt, Victor E. and Vern N. Rockcastle. Teaching Science with Everyday Things.

Activities Attainable in Assigned Classroom	Activities Attainable Outside of Assigned Classroom	Date of Attainment	Forms of Assessment

*h. Schultz, Beth and Phyllis Marcuccio. Investigations in Ecology. Charles E. Merrill Publishing Company, 1972.

i. Teachers Guides: Science Curriculum Improvement Study. Rand McNally and Company, 1972.

j. Teachers Guides: Elementary Science Study. McGraw Hill Book Company, 1971.

*k. Turtox Service Leaflets. CCM General Biological, Inc. 8200 South Hoyne Ave., Chicago, Illinois, 60620

*Materials located at Henry Barnard Laboratory - 221 -

2. Construct plans for teaching experiences and submit them for approval before implementing them.

E. Postassessment

The student will arrange a conference with the cooperating teacher to discuss plans and submit them for approval.

Set IV: A Teaching Experience

Module I: A Science Experience with Children

Activities Attainable in Assigned Classroom	Activities Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

A. Preparticipation Assessment

Preservice teacher must have conferenced with the cooperating teacher and had the plan approved. (See ST-III-R-1)

OBJECTIVES FOR STUDENT TEACHING

B. General Objective

The general objective of this module is to have science experiences with children.

C. Performance Objectives

In order to fulfill the general objective of this module the student should:

After the first month in the classroom, conduct a science experience with a small group of children or with the entire class at least once a week.

_____	_____	_____	_____

D. Learning Activities

1. Observe your coordinating teacher conduct a science lesson.

2. Observe some video tapes of science lessons.

Activities Attainable in Assigned Classroom	Activities Attainable Outside of Assigned Classroom	Date of Attainment	Forms of Assessment

E. Postassessment

The student should arrange a conference with the person or persons who critiqued your teaching experience and evaluate the performance of teaching.

Set V: Messing About with Science

Module I: Messing About

	Activities Attainable in Assigned Classroom	Activities Attainable Outside of Assigned Classroom	Date of Attainment	Forms of Assessment

A. Preparticipation Assessment

Preservice teacher must have conferenced with cooperating teacher and had the plan approved. (See ST-III-R-1).

OBJECTIVES FOR STUDENT TEACHING

B. General Objective

The general objective of this module is to:

develop an awareness of the variety of teaching experiences a teacher can have with children in science.

C. Performance Objective

In order to fulfill the general objectives of this module the student should be able to:

develop and conduct approved plans for a series of interdisciplinary lessons with a small group of children. (Ex. Reading-Science or Language Arts Science.)	_____	_____		
develop and conduct approved plans for a series of individualized science experiences with children.	_____	_____		
develop and conduct approved plans for a series of science lessons with an entire class.	_____	_____		
develop and conduct approved plans for a learning center for science.	_____	_____		

Activities Attainable in Assigned Classroom	Activities Attainable Outside of Assigned Classroom	Date of Attain-ment	Form of Assess-ment

D. Learning Activities

1. Examine the Handbook for Education 331, Modularized Elementary Science Preservice Elementary Teachers to search for additional "messing about with Science" experiences.

2. Examine a variety of sourcebooks in elementary science for ideas.

3. Observe your cooperating teacher teach some science lessons.

4. Suggested Readings:

   a. How to Individualize Science Instruction in the Elementary School. National Science Teachers Association Publication. 1965 Stock Number 471-14294.

   b. Bybee, Roger W. Personalizing Science. National Science Teachers Association Publication. Stock Number 471-14684, 1974.

   c. Treizenberg, Henry J. Individualized Science - Like It Is. National Science Teachers Association Publication. Stock Number 471-14634.

E. Postassessment

The student will have at least one science activity critiqued as satisfactory per week, after the first month in the classroom, by either peer, the cooperating teacher, or resource professor. (Stipulate date of attainment and form of assessment in ST-IV-R-1).

Set VI: The Processes of Science

Module I: Developing Processes of Science

Activities Attainable in Assigned Classroom	Activities Attainable Outside of Assigned Classroom	Date of Attainment	Form of Assessment

A. Preparticipation Assessment

Preservice teacher must have conferenced with cooperating teacher and had plans approved. (See ST-III-R-1).

OBJECTIVES FOR STUDENT TEACHING

B. General Objectives

The general objective of this module is to practice science processes with children.

C. Performance Objectives

Inorder to fulfill the general objectives of this module the student should:

After the first month in the classroom teach at least one science lesson per week that enables each student to practice with one of the following science processes.

Basic Processes K-3:
- Observing
- Classifying
- Communicating
- Using Numbers
- Measuring
- Time/Space Relationship
- Predicting
- Inferring

Integrated Processes 4 - 6:
- Controlling Variable
- Hypothesizing
- Definning Operationally
- Interpreting Data
- Experimenting
- Modeling

Activities Attainable in Assigned Classroom	Activities Attainable Outside of Assigned Classroom	Date of Attain-ment	Form of Assess-ment

D. Learning Activities

1. Conduct a series of related science lessons that have been approved and designed for practicing process skills for science.

2. Suggested Readings

*a. Science - A Process Approach, Commentary for Teachers. Xerox Corporation, 1970. Parts 3,4,5

b. The AAAS Project: Science a Process Approach. AAAS Commission on Science Education. AAAS Pub. Number 67-12, September, 1967.

E. Postassessment

The student will have at least one science activity critiqued as satisfactory per week, after the first month in the classroom, by either peer, the cooperating teacher, or resource professor. (Stipulate date of attainment and form of assessment in ST-IV-R-1).

Activities Attainable in Assigned Classroom	Activities Attainable Outside of Assigned Classroom	Date of Attain-ment	Form of Assess-ment

D. Learning Activities

1. Examine the Handbook for Education 331, Modularized Elementary Science for Preservice Elementary Teacher, and look over Modules VII-Opt.-1-1, VIII-Opt.1-2, and VII-Opt.1-3 for additional information about these processes.

2. Suggested Readings:

   a. Sund, Robert and Anthony Picard. Behavioral Objectives and Evaluation Measures. Charles E. Merrill Pub. Company, 1972.

   b. Hand-out - Assessing Student Learning

E. Postassessment

The student will arrange a conference with the person who observed the lesson formally and discuss the results of the assessment design. (Stipulate date of attainment and form of assessment in ST-IV-R-1).

Set VII: Assessing and Evaluating Experiences in Science

Module I: Assessing and Evaluating Science Experiences

Activities Attainable in Assigned Classroom	Activities Attainable Outside of Assigned Classroom	Date of Attainment	Forms of Assessment

A. Preparticipation Assessment

Individual conference with the college supervisor to determine prior preparation in this area.

OBJECTIVES FOR STUDENT TEACHING

B. General Objectives

The general objective of this module is to develop an awareness and practice with various techniques of assessing and evaluating a science experience with children.

C. Performance Objective

In order to fulfill the general objective of this module the student should:

arrange to observe at least three peer science lessons during the course of the semester and critique the lessons by using the following assessment or evaluating patterns:

1. Technical Skills
2. Interaction Analysis
3. Non-verbal Analysis
4. Ryans Scale
5. Assessment Guide for Observing a Lesson

develop assessment design for each formal science experience, conduct the design, share and discuss the results with person who critiqued lesson.

APPENDIX K

COVER PAGES FROM TEACHER IDEA PACKETS

Dr. Ellsworth Starring
Science Specialist

Rhode Island College

Dr. Ezra L. Stieglitz
Reading Specialist

TEACHER IDEA PACKET:

APPLYING THE DIRECTED READING ACTIVITY TO A CONTENT AREA LESSON

Contents of this Packet

1. Copy of Why You Feel Hot, Why You Feel Cold- Your Body's Temperature by James Berry.
2. Presentation on audio tape.
3. Listening guide for audio tape (handout).
4. Copy of "A Reading Guide for Chapter 2".

Prerequisites

TIP: Making Assignments More Meaningful

TIP: Using Reading Guides to Develop Comprehension Skills in the Content Areas

Directions

1. Read Chapters 1 and 2 of Why You Feel Hot, Why You Feel Cold - Your Body's Temperature.
2. Listen to the presentation on audio tape.
3. Refer to the "Assessment Guide for a Directed Reading Activity" in order to plan your own lesson.

Dr. Ellsworth Starring
Science Specialist

Rhode Island College

Dr. Ezra L. Stieglitz
Reading Specialist

TEACHER IDEA PACKET:

MAKING ASSIGNMENTS MORE MEANINGFUL

Contents of This Packet

1. Copy of A Gerbil for a Friend by Donna Lugg Pape.
2. Presentation on audio tape.
3. Listening guide for audio tape (handout).
4. Sample worksheet for preteaching vocabulary (handout).
5. Copy of "Task Sheet for Making Assignments More Meaningful" (handout).

Prerequisites

None

Directions

1. Read the book entitled A Gerbil for a Friend.
2. Listen to the presentation on audio tape.
3. Use the task sheet to plan your own lesson.

APPENDIX L

AUDIOTAPE SLIDE PRESENTATION SCRIPT FOR UNDERGRADUATE READING METHODS COURSE

Frame 1

Methods and Materials in Teaching Reading .....

Music

Frame 2

A COMPETENCY-BASED APPROACH

Music

Frame 3

at

Rhode Island College

Providence, Rhode Island

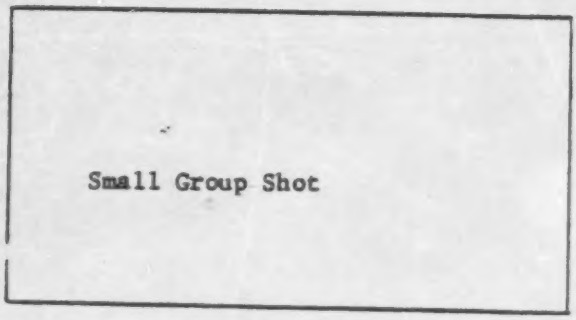
Music

Frame 4

Large Group Shot

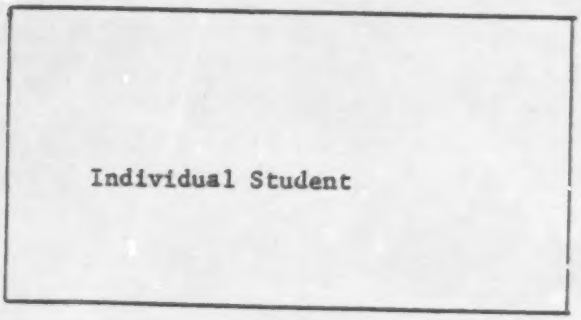
Music

Frame 5



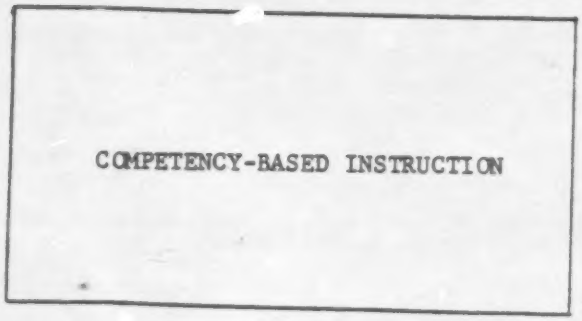
Music

Frame 6



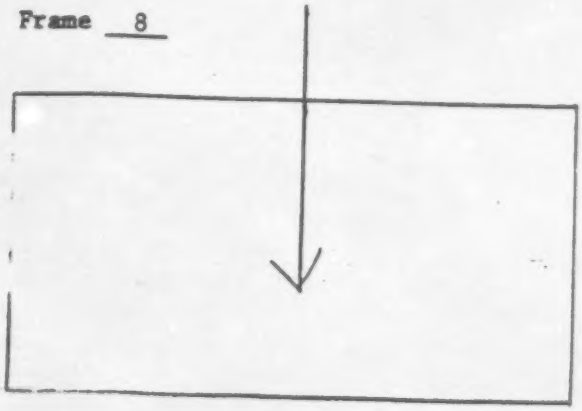
Music

Frame 7



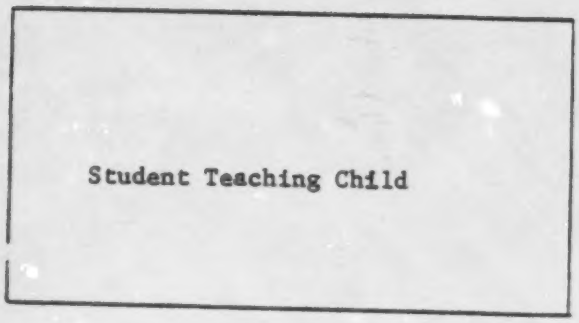
You're probably wondering what is meant by the term "competency-based" instruction .....

Frame 8



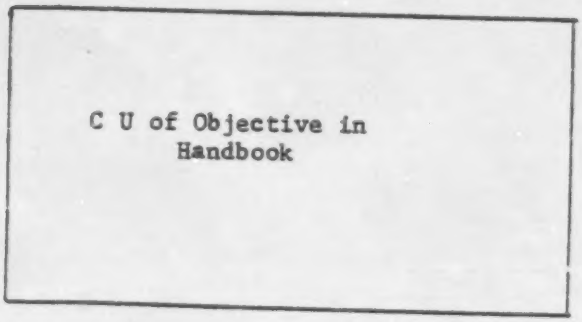
.... And, how is competency-based instruction different from conventional college classroom instruction?

Frame 9



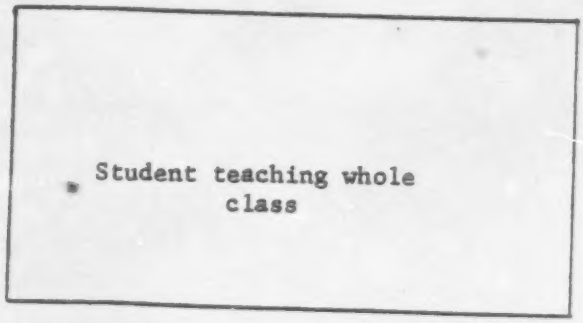
Well, competency-based instruction, in a simple definition, means individualizing instruction for college students .....

Frame 10



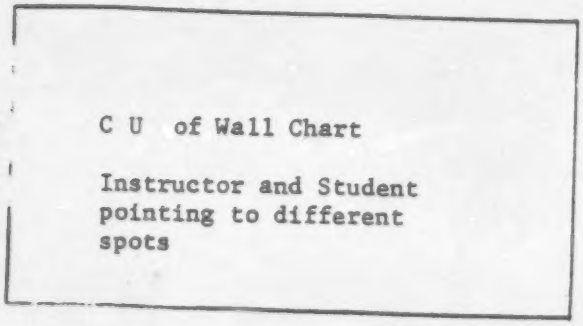
and allowing them to procede through a predetermined set of learning experiences .....

Frame 11



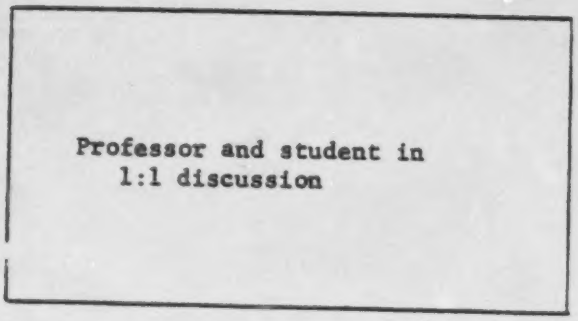
at a pace comensorate with their learning styles and ability .....

Frame 12



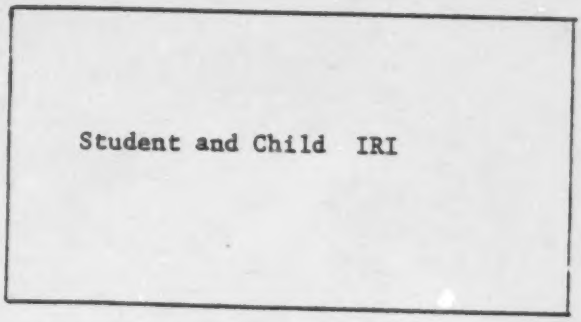
.... but all the while, closely monitoring their performance, thus, making certain that they develop necessary teaching skills.

Frame 13



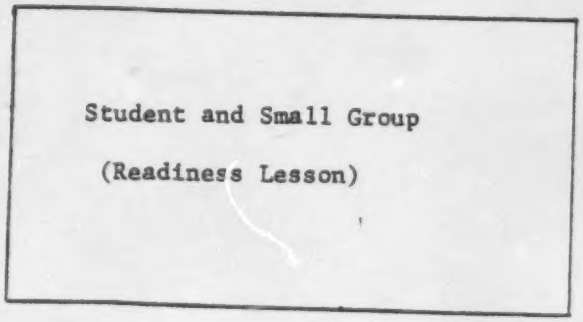
All this takes place with the guidance of the college professor, helping the students.

Frame 14



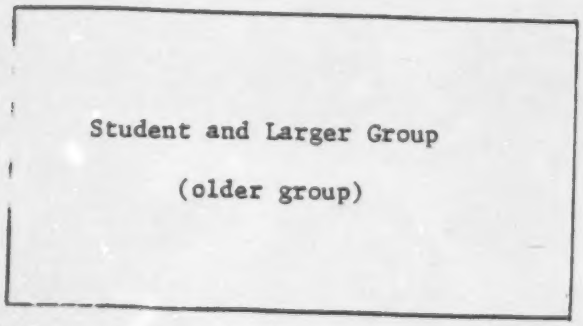
..... to become skillful and sensitive teachers.

Frame 15



..... who are able to work effectively with individuals, or groups of children.

Frame 16



Music background

Frame 17

THE INSTRUCTIONAL MODULE

The heart of a competency-based approach to instruction is the instructional modules.

Frame 18

COVER PAGE
SETS OF OBJECTIVES
RELATED MATERIALS

Generally, a module consists of three parts; a cover page, sets of objectives, and related materials. While a module can take a variety of forms .....

Frame 19

OBJECTIVES

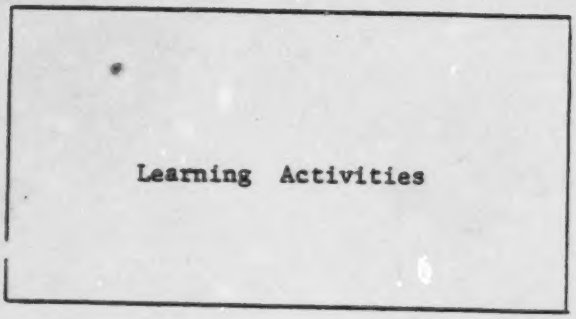
.....most include a number of similarities. Objectives for example - to help you understand what's expected.

Frame 20

PREPARTICIPATION
ASSESSMENT

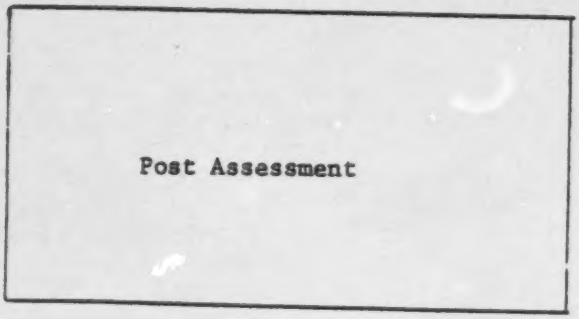
And, you'll usually find some type of preparticipation assessment - sometimes referred to as a pretest.

Frame 21



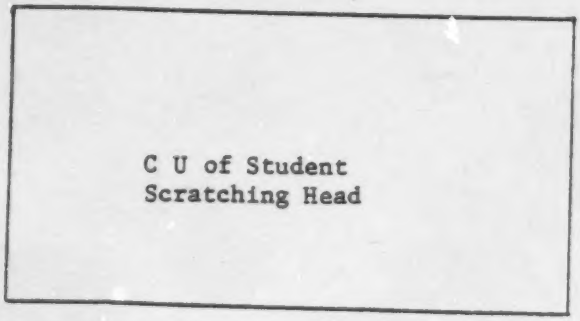
Then there are the actual learning activities.

Frame 22



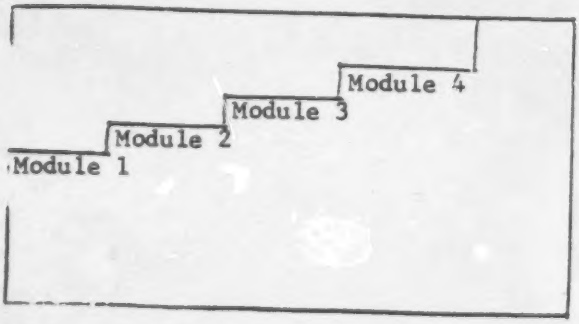
And, finally, a postassessment of some kind.

Frame 23



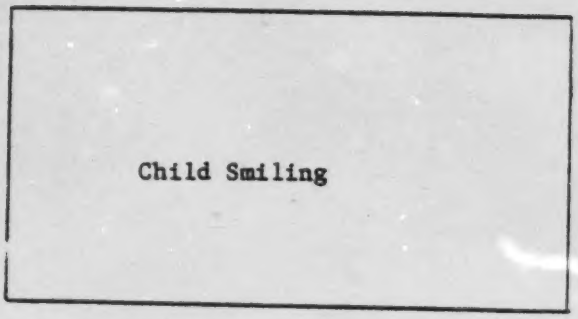
Now, lets go back and look at each of the parts of an instructional module in more detail and maybe clarify any questions you might have.

Frame 24



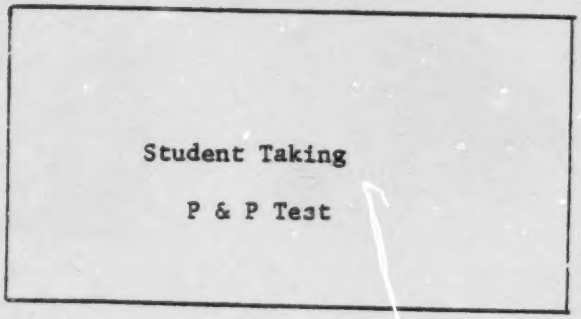
It's important to understand that each of these modules you'll be working in are arranged in a heirarchy. So, module one must be done before module two and so on. Hence, each module has a preprquisite.

Frame 25



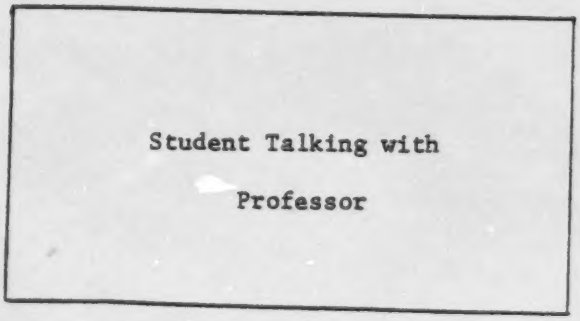
Additionally, each module contains a Rationale. You know, the "why it's important to know this" kind of thing.

Frame 26



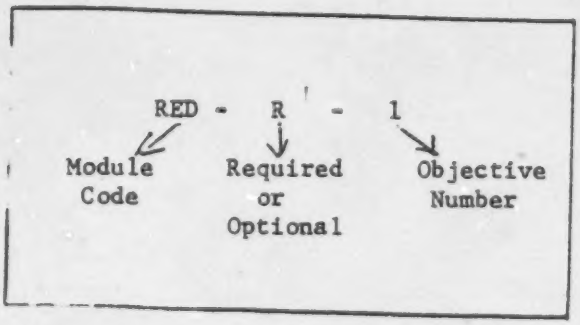
There's also a preassessment for each module. So, if you know the information, there's no need to waste time going through something you already know . . . .

Frame 27



Instead, you can go on to bigger and better things.

Frame 28



You'll discover that each of the modules have one or more objectives - and they're coded in this manner: RED is the module code (Readiness); R means it's a required objective (sometimes they're optional); and the 1 stands for the objective number.

Frame 29

College Student C U

Head shot smiling

The grade you want in the course is chosen by you by determining how many required and optional objectives you can complete within the semester time limit.

Frame 30

LEARNING ACTIVITIES

To help you accomplish the objectives, you'll find the various learning activities helpful.

Frame 31

LEARNING ACTIVITIES

LISTED

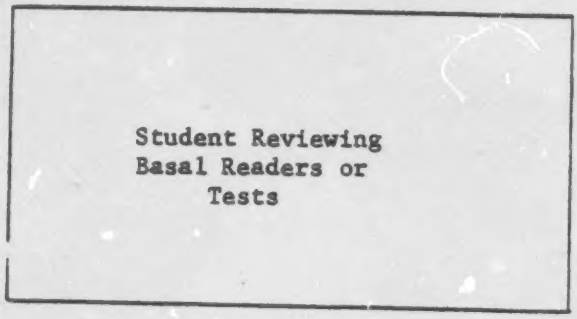
Frame 32

Student checking books

out of Adams

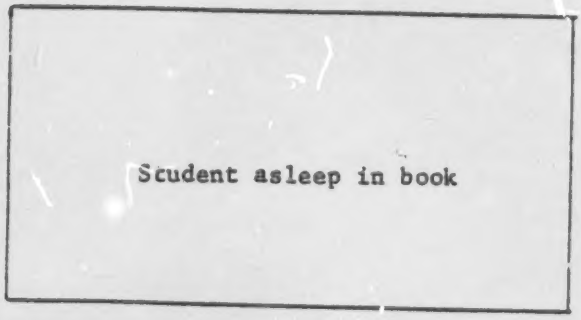
Most of the professional literature you'll need is on reserve in Adams Library or .....

Frame 33



In either case, its readily accessible and you'll find it refreshing having to read only the sections of a book which pertain directly to the objectives.

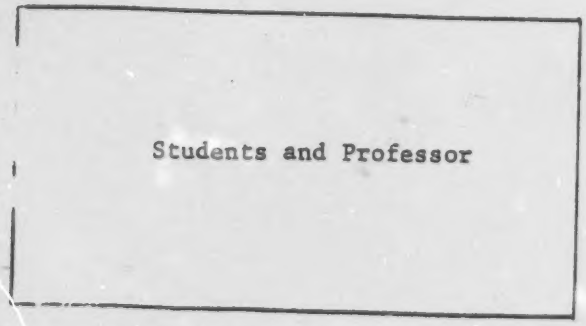
Frame 34



.....Instead of having to do a lot of reading about things you already know.

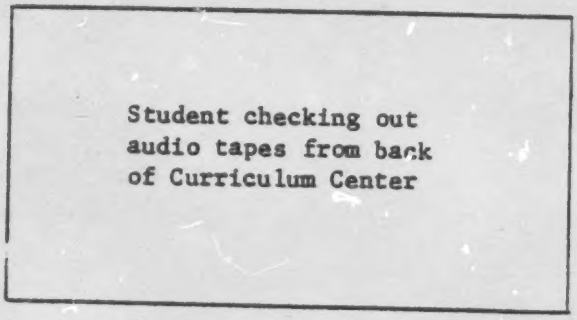
Frame 35

Frame 36



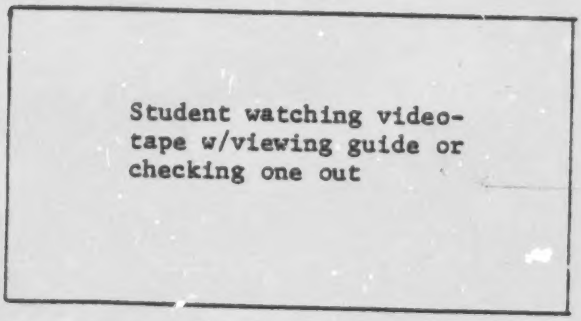
Some of us don't learn most efficiently through reading, however, if you are such an individual, a small-group lecture by a professor may be in order.

Frame 37



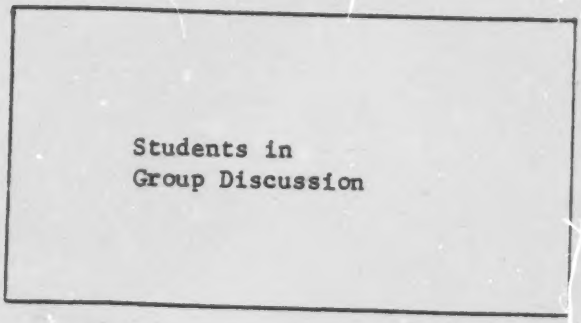
Or, if you would rather not have a live lecture, many of the lectures have been prerecorded and are available on audio tape cassettes in the curriculum center.

Frame 38



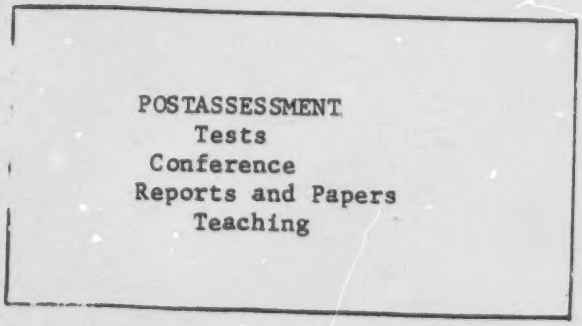
Video-taped lessons are also available for students to watch thereby helping you to understand better what a specific lesson might be like.

Frame 39



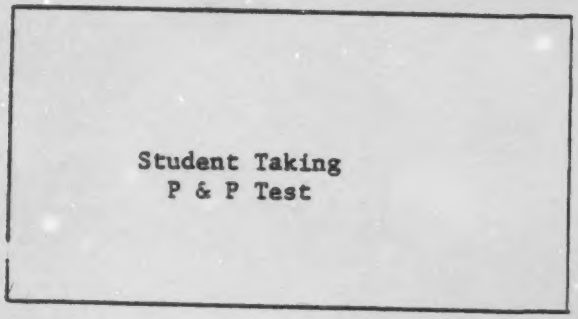
There's also the chance to sit down in a small-group discussion with the professor.

Frame 40



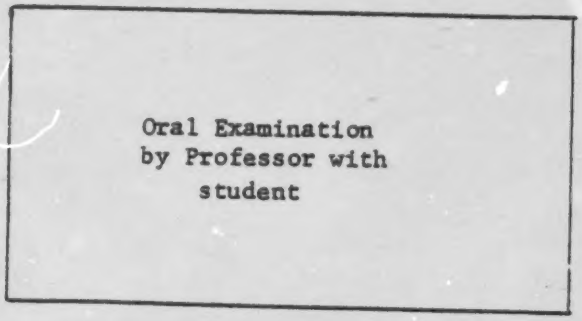
Once you've learned the information, there are different ways of demonstrating your ability; tests, conferences, reports and papers, and teaching.

Frame 41



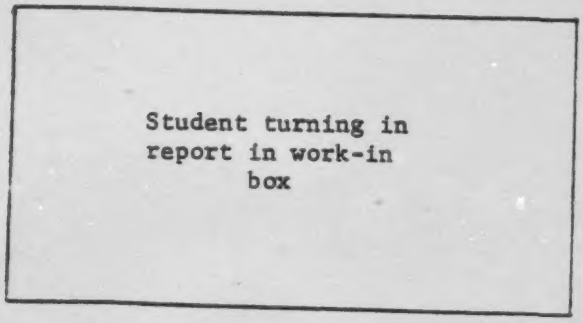
Here you see a student choosing an objective test. His score will determine how well he mastered a knowledge objective.

Frame 42



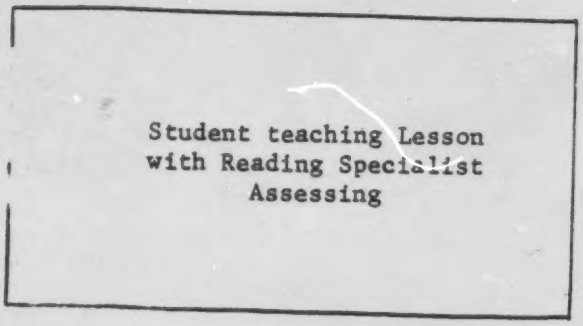
Others prefer to have a conference- either individual or small-group with the professor.

Frame 43



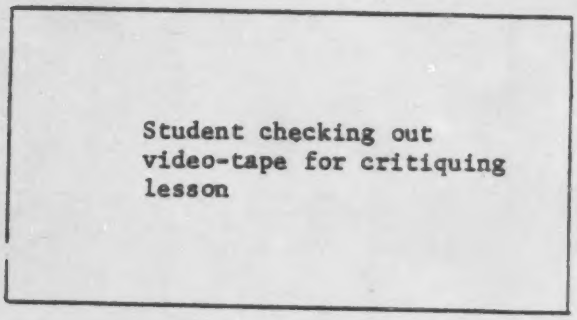
And still others prefer to turn in written reports and papers. In a competency-based course, you choose your own means of postassessment.

Frame 44



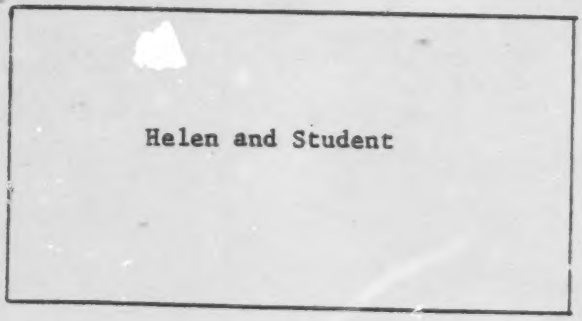
At times, you'll have to demonstrate your teaching ability under the guiding eye of a cooperating reading specialist or classroom teacher.

Frame 45



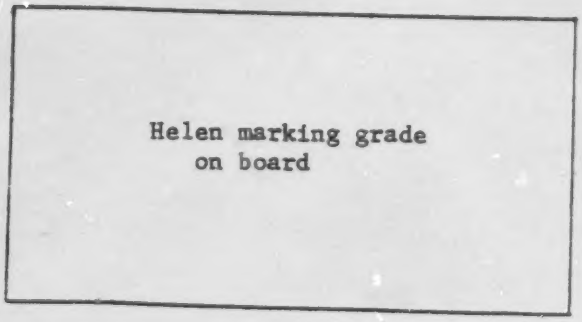
Or, you can video-tape your lesson and critique it with a friend and a professor.

Frame 46



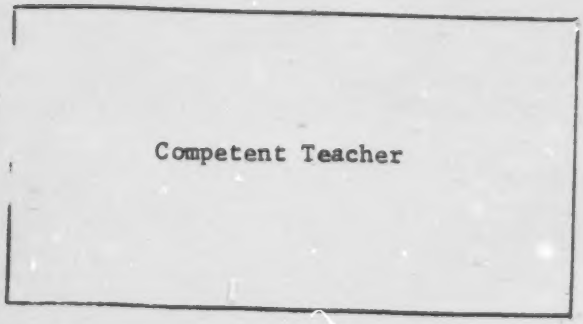
By now, you can see that there are innumerable choices you'll be able to make regarding the course. But you'll always have the professors and the secretary there to help you along the way.

Frame 47



And all the while, you're moving at a pace that's just right for YOU.

Frame 48



Eventually leading to where you have the basic skills needed to be a competent reading teacher.

Frame 49

MANAGEMENT

Controlling all of these factors demand good management.

Frame 50

Guide for Self Pacing

To help you move through the course, you'll be given a pacing guide.

Frame 51

Tuesday Meeting Shop

Large Group

And, weekly orientation sessions are held. During these meetings new modules and other important information are covered by the professor.

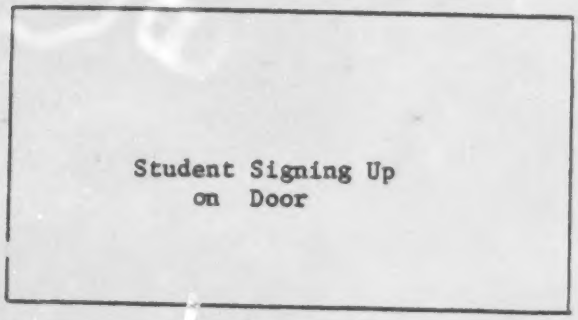
Frame 52

C U of Scheduling

rm

Then, when you have some personal needs, you schedule a meeting with the professor who can give you the necessary assistance.

Frame 53

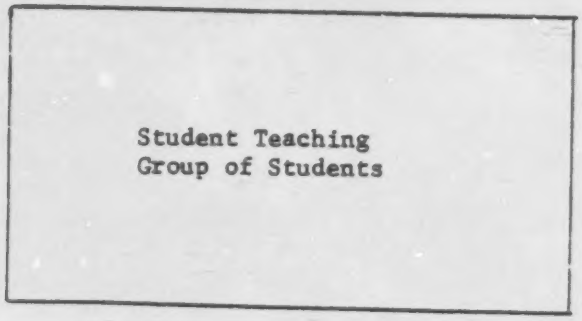


This is done by signing up for a conference. The necessary sign-up sheets are located on the professors' office doors.....

..... or on the appropriate sign up sheets in the Henry Barnard Laboratory School .....

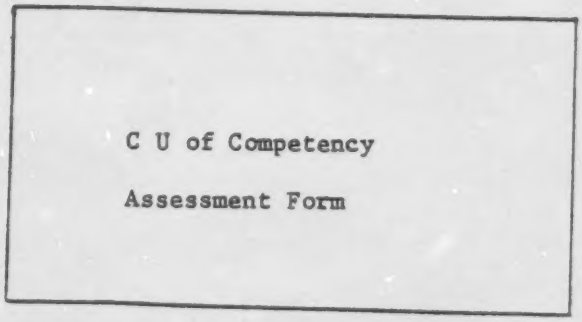
or, by making a telephone call appointment with one of the cooperating public school reading specialists.....

Frame 54



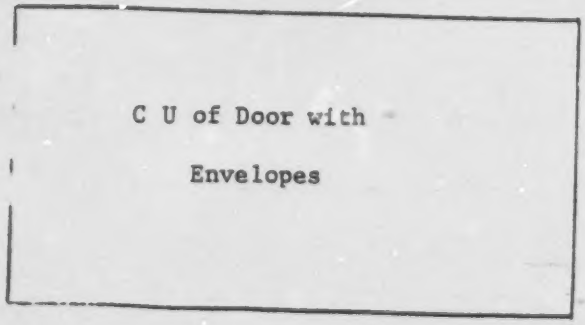
.....if you need to schedule the teaching of a lesson in the schools.

Frame 55



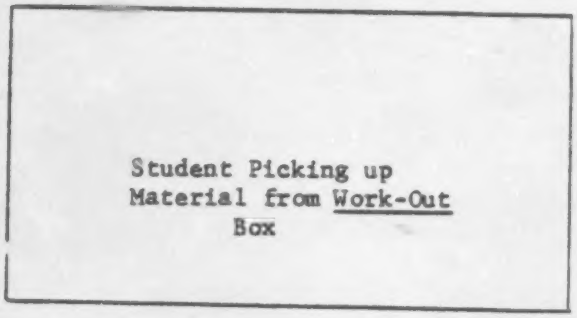
Knowing that you'll know in advance what you'll be expected to do once you are face-to-face with children.

Frame 56



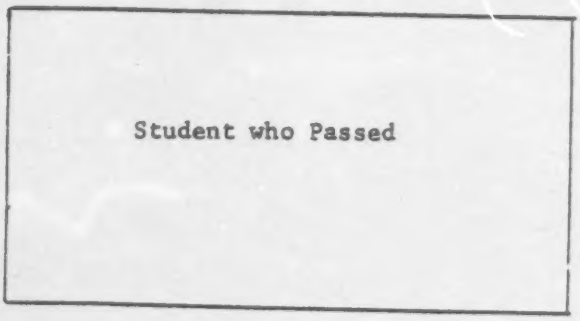
Once you've completed an objective, you simply turn the work in the appropriate envelope on the professor's office door.

Frame 57



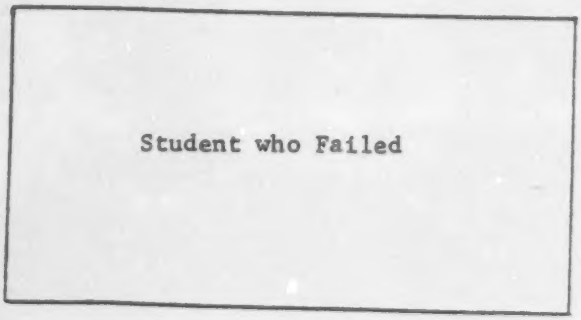
After the material is recorded, it is returned to you in the WORK-OUT envelope.

Frame 58



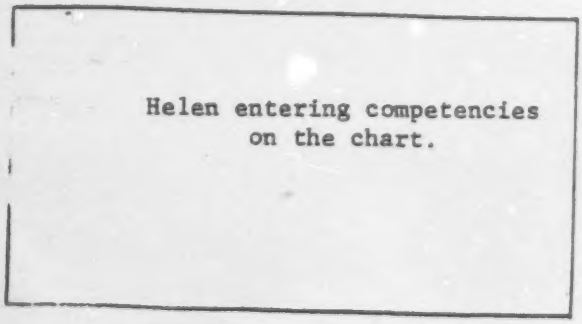
And, in most cases, the student is given credit for a job well done.

Frame 59



Of course there may be times when you'll be asked to revise a lesson or retake a test .....

Frame 60



But the whole idea is to prepare you to be the best teacher possible.

Frame 61

What is competency-based instruction?

Which takes us back to where we started.

Competency-based instruction means .....

Frame 62

Clearly Delineated Course Objectives

..... clearly delineated course objectives.....

Frame 63

Alternate Learning Activities

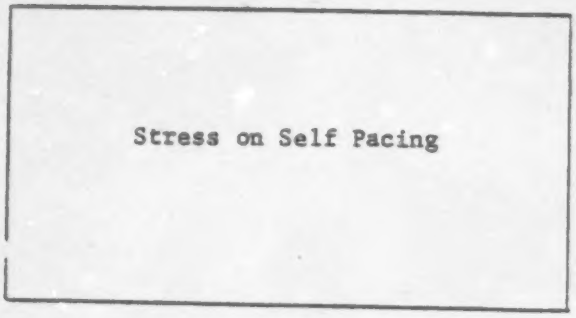
..... alternate learning activities.....

Frame 64

Alternate Means of Assessment

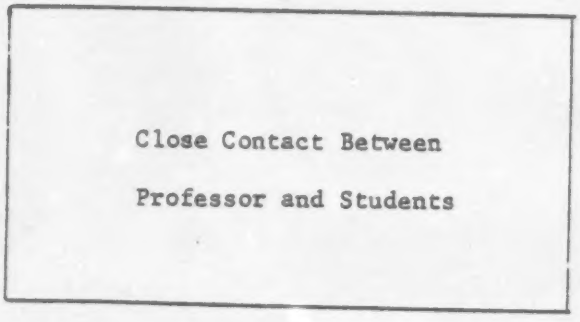
..... alternate means of assessment .....

Frame 65



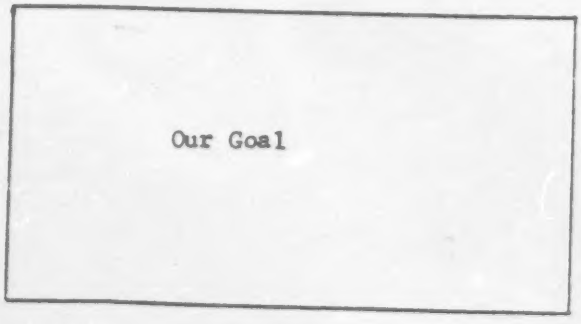
..... a stress on self-pacing .....

Frame 66



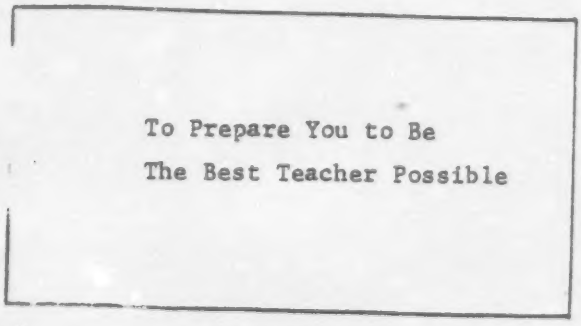
..... and a close working relationship between the professor and student.

Frame 67



Like we said, our goal is to make you .....

Frame 68



..... the best teacher possible.

Frame 69

C U Professor's Door

"JOY"

So you can achieve a high degree of success once you make the transition from the college to the classroom.

Frame 70

Student Talking to Professor

That's what competency-based teacher education is all about.

Frame 71

Library or Students

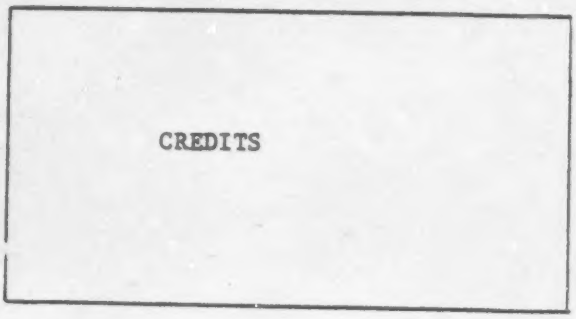
Music

Frame 72

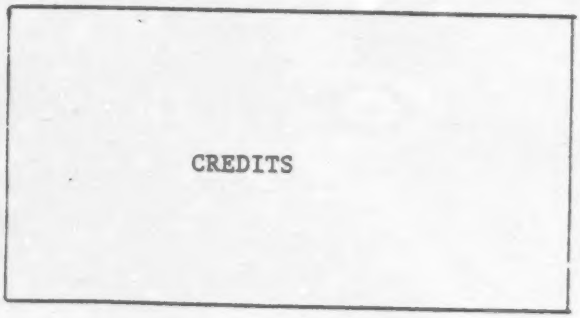
Mann Hall

Music

Frame 73



Frame 74



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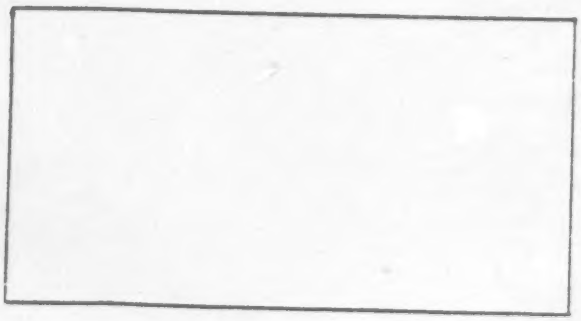

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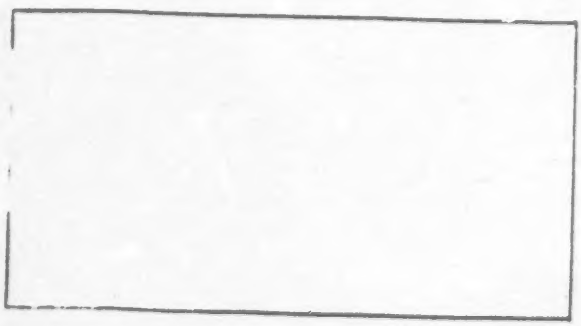


APPENDIX M

FORM USED TO EVALUATE
THE EFFECTIVENESS OF THE STUDENT TEACHING PROGRAM

EVALUATION OF RIGHT TO READ STUDENT

TEACHING PROGRAM

Please check the appropriate items listed below.

School

_____ Captain Hunt

_____ Lonsdale

Role

_____ Cooperating Teacher

_____ Student Teacher

Directions: In order to evaluate the effectiveness of this program and to assist in subsequent revisions, please respond to the items on this questionnaire.

A. Procedures for Student Orientation to the Program.

1. How effective were the procedures used by the resource professors <u>prior</u> to the commencement of student teaching?

2. How effective were the procedures used by the faculty and resource professors during the initial weeks of student teaching?

Aspects which were effective:

Aspects which need improvement:

Suggestions for improvement:

B. Provisions for a Variety of Experiences with Children

1. Were opportunities provided for student teachers to work with children of different grade and ability levels?

2. How valuable were the experiences with children outside of the regular classroom?

Aspects which were effective:

Aspects which need improvement:

Suggestions for improvement:

C. Role of the Resource Professors:

1. How clearly defined were the roles of the resource professors?

2. How effective were they as members of a team approach to supervision?

Aspects which were effective:

Aspects which need improvement:

Suggestions for improvement:

D. Use of Reading Modules and Related Materials

1. How useful were the reading modules in helping students plan reading lessons with children?

2. How helpful were the materials in the Professional Resource Center?

Aspects which were effective:

Aspects which need improvement:

Suggestions for improvement:

E. Use of Science Modules and Related Materials.

1. How useful were the science modules in helping students plan science lessons with children?

2. How helpful were the materials in the Professional Resource Center?

Aspects which were effective:

Aspects which need improvement:

Suggestions for improvement:

F. Use of Language Arts Modules and Related Materials.

1. How useful were the language arts modules in helping students plan language arts lessons with children?

2. How helpful were the materials in the Professional Resource Center?

Aspects which were effective:

Aspects which need improvement:

Suggestions for improvement:

G. Role of the Principal.

1. How well-defined was the role of the principal in the program?

Aspects which were effective:

Aspects which need improvement:

Suggestions for improvement

H. Procedures for Assessment of Student Progress.

How effective was the system used to provide students with feedback as they progressed through the course?

e.g. use of feedback column in lesson plan books, use of lesson evaluation forms, conferences with cooperating teachers and resource professors, etc.

Aspects which were effective:

Aspects which need improvement:

Suggestions for improvement:

I. Communication Between Program Participants.

How effective were the lines of communication established:

a) among the student teachers
b) between the student teachers and the resource professors
c) between the resource professors and the faculty

Aspects which were effective:

Aspects which need improvement:

Suggestions for improvement:

J. What is your overall reaction to the program?

K. TO BE ANSWERED BY COOPERATING TEACHERS

Do you feel that the student teaching program developed at your school should continue after the Right to Read Project ends in June of 1976? Why?

If the program continues in the fall semester of 1976, would you be willing to serve as a cooperating teacher again. Why would you or would you not be willing to participate again?

APPENDIX N

FORMS USED TO ORIENT STUDENTS TO STUDENT TEACHING CENTERS

Name _____

STUDENT TEACHER ORIENTATION TO FIELD SITE

	Date Experience Completed	Signature of Approver
I. Orientation to Community		
A. The student participated in a tour of the community.	_____	_____
Reactions:		
II. Orientation to School		
A. The student became aware of materials and programs of instruction available in each classroom.	_____	_____
B. The student was introduced to the roles & responsibilities of the reading teacher.	_____	_____
Reactions:		

	Date Experience Completed	Signature of Approver
III. Orientation to Classroom Setting		
A. The student conferenced with the cooperating teacher to:		
1. Discuss student teacher's areas of expertise and areas that need special attention.	_____	_____
2. Discuss strengths of cooperating teacher in regard to teaching skills.	_____	_____
3. Be provided with a description of the classroom environment.	_____	_____
4. Be introduced to a typical weekly plan.	_____	_____
B. The student observed the cooperating teacher direct the learning experiences of her children during a typical school day.	_____	_____
C. The student was introduced to the roles and responsibilities of other resource teachers.	_____	_____
D. The student was introduced to the rules and regulations of the school.	_____	_____
E. The student experienced yard duty.	_____	_____
F. The student had lunch with a group of children.	_____	_____

Reactions:

	Date Experience Completed	Signature of Approver
IV. The student developed relationships with the children by:		
A. Providing on-the-spot tutoring for children with immediate problems	_____	_____
B. Taking over a small group from a cooperating teacher for a short, simple lesson.	_____	_____
C. Planning a brief lesson, possibly a review lesson, with a small group of children.	_____	_____
D. Reading a story to the entire class.	_____	_____
Reactions:		
V. Introduction to Modules		
A. The student teacher conferenced with the cooperating teacher to develop a plan of action for attaining competencies in:		
1. Language Arts	_____	_____
2. Reading	_____	_____
3. Science	_____	_____

Additional Experiences:

Prerequisite Module. None

General Objective

The student will become knowledgeable regarding the children in a given class in order to plan appropriate skill & interest activities, organize for reading and other instruction, and facilitate positive teacher-child relationships.

Specific Objective

1. The student will converse informally with small groups of children in "Getting to Know You" to determine

   a) children's family members, pets, hobbies,
   b) "the best thing that ever happened to them".
   c) "the worst thing that ever happened to them".
   d) special interests, collections, things they want to learn about.
   e) how can we make this year "GREAT".

2. Student will administer children's interest inventory to whole class and compile data on matrix.

3. Student will complete a sociogram of class members (at least one month after school opening).

4. Student will carefully observe 3 children in classroom setting for one full week using Participation Rating Scale for Children.

5. Student will identify children for advance or above grade level reading group.

6. Student will identify children for grade level, reading group.

7. Student will identify children for below grade level reading group.

8. Student will identify children who are non-readers, special handicaps of vision, hearing, speech, behavior.

Objective Attainable in Class	Objective Inattainable Outside Class	Dates of Attainment	Forms of Assessment

"Getting to Know You"

	Objective Attainable in Class	Objective Inattainable Outside Class	Dates of Attainment	Forms of Assessment
9. Student will read complete folders of children observed to have handicaps.				
10. Student will confer with classroom teacher to plan individually for children with special needs.				
11. Student will administer and score Reading Attitude Inventory to whole class.				
12. Student will determine topic of high interest to group for a special project learning center.				
General Objective				
The student will observe classroom management procedures used by cooperating teacher.				
Specific Objective				
1. The student will observe the cooperating teacher's methods of gaining attention of whole class, small group.				
2. Student will observe the cooperating teacher's direction-giving, planning with children in large and small groups.				
3. Student will observe cooperating teacher's use of various techniques for maintaining the learning climate.				
Pacing of activities				
Setting of group expectancies				
Using of positive (or negative) reinforcement				
Using of group/peer management				
Dealing with behavior of individual children				
Moving children in groups through the building.				

APPENDIX O

PREPARTICIPATION ASSESSMENT FORMS FOR STUDENT TEACHING

PRE-PARTICIPATION ASSESSMENT FOR STUDENT TEACHING

Name _____

Address _____

Phone _____

I. What is your preference for grade level placement? (check any two)

_____ Kindergarten

_____ Grade 1

_____ Grade 2

_____ Grade 3

_____ Grade 4

_____ Grade 5

_____ Grade 6

II. What kind of teaching position do you eventually want to assume?

III. List what you wish to gain as a result of this student teaching experience. (What are your self-determined goals for student teaching?)

IV. What do you feel are the main strengths you will bring with you into student teaching?
(e.g. subject matter, teaching techniques, etc.)

V. Do you feel that any of the areas below should receive special attention in your student teaching experience:

_____1. Techniques for Classroom Grouping (e.g.individual, small group, whole class)
DISCUSS:

_____2. Planning for instruction (e.g. formulating daily and unit written lesson plans, providing for individual differences among pupils, planning a variety of teaching strategies.)
DISCUSS:

_____3. Communication Skills
(e.g. verbal questioning skills, use of AV equipment, constructing bulletin boards or display materials, use of chalkboard and duplicated materials, voice projection techniques.)
DISCUSS:

_____4. Assessing Pupils' Progress
DISCUSS:

VI. Describe what you feel is your level of proficiency and interest in teaching the following kinds of subject matter:

1. Science (refer to attached form)

2. Reading (refer to attached form)

3. Language Arts

4. Social Studies

5. Mathematics

6. Art

7. Music

8. Other content areas:

SURVEY OF PAST EXPERIENCES & SKILLS IN
TEACHING READING

Name _____ Date _____

List titles of courses completed that are related to the teaching of reading.

_____

_____

_____

_____

PROFICIENCY

Very High	High	Moderate	Low	Did Not Experience	
					STATING BEHAVIORAL OBJECTIVES IN READING
					Identifies the elements of properly stated behavioral objectives and includes these elements in the statement of a series of objectives.
					Is able to develop a formal lesson plan based upon the statement of a behavioral objective in reading.
					ASSESSING PERFORMANCE IN READING
					Understands the meaning of the following terms as they apply to standardized tests in reading: - standardization - objectivity - raw score - test norms - grade equivalent norms - percentiles - stanines - validity - reliability
					Is able to score and interpret standardized survey tests in reading.
					Understands the characteristics, differences, similarities, advantages, and disadvantages of survey, diagnostic, and achievement tests in reading.

PROFICIENCY

Very High	High	Moderate	Low	Did Not Experience	
					Is able to administer and score informal reading inventories (IRI), determining a student's independent, instructional, and frustration levels.
					Uses a set of leveled materials to prepare a teacher-made informal reading inventory.
					READING READINESS
					Demonstrates an understanding of factors related to reading readiness: - intellectual development - chronological age - language development - perceptual development (auditory and visual discriminatio - physical functioning - socio-cultural factors - emotional development - past experiences and informational background
					Understands the purpose, structure, advantages, and disadvantages of commercially prepared reading readiness workbooks.
					Demonstrates the teaching of reading readiness skills to small groups of children.
					Is able to administer, score, and interpret a standardized reading readiness test to a kindergarten or first-grade student.
					USING THE BASAL READER
					Gives a general description of the basal reader approach to reading instruction.
					Examines and reviews a set of materials from a basal reading program.

PROFICIENCY

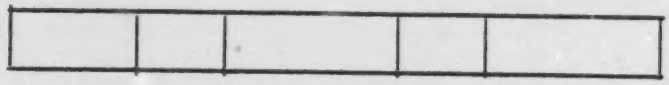
Very High	High	Moderate	Low	Did Not Experience	
					Describes the assets and liabilities of the basal approach to reading instruction.
					Conducts Directed Reading Activities (DRA) with groups of children using selections from basal readers.
					WORD IDENTIFICATION
					Demonstrates an understanding of techniques used to teach word identification: - picture - sight words - phonics - word structure analysis - context clues
					Demonstrates an understanding of terms used in the English language phonic system: - phoneme - morpheme - grapheme - phonogram - consonant letter - vowel letter - consonant digraph - vowel digraph - consonant blend - vowel diphthong
					Is able to review commercial materials used for developing word identification skills: - workbooks - kits - tapes
					Prepares teacher-made materials that can be used in a lesson for teaching a specific word identification skill.
					Demonstrates the teaching of specific word identification skills to small groups of children: - picture clues - sight words - phonics - word structure analysis - context clues

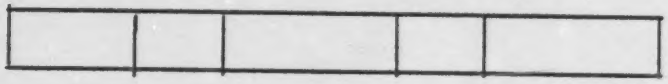
PROFICIENCY

Very High	High	Moderate	Low	Did Not Experience	
					DEVELOPING COMPREHENSION SKILLS
					Demonstrates an understanding of the different levels of comprehension and the specific types of skills that apply to each level: - literal - interpretive - critical
					Demonstrates the teaching of specific comprehension skills by planning and implementing lessons with groups of children.
					Reviews different types of workbooks, kits, audio tapes, or programmed materials which can be used for the teaching of comprehension skills.
					Prepares teacher-made materials that can be used in lessons for teaching specific comprehension skills.
					Develops a series of lesson plans that demonstrate the teaching of two comprehension skills.
					APPROACHES TO READING INSTRUCTION: LANGUAGE-EXPERIENCE
					Gives a general description of the language-experience approach to teaching reading.
					Demonstrates an understanding of the strengths and weaknesses of the language-experience approach.
					Understands the sequence of procedures needed to implement a language-experience activity.
					Implements language-experience activities with a pupil or small groups of children.

PROFICIENCY

Very High	High	Moderate	Low	Did Not Experience





APPROACHES TO READING INSTRUCTION: INDIVIDUALIZED READING

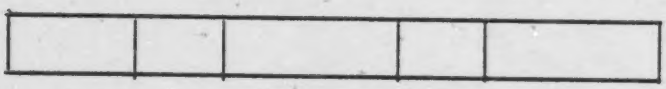
Gives a general description of the approach entitled "individualized reading".

Demonstrates an understanding of the strengths and weaknesses of the individualized reading approach.

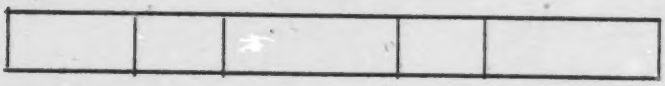
Describes, in depth, the various components of an individualized reading program and how they relate to the physical organization of a classroom:

- classroom library
- skill development
- individual conferences
- book reporting and sharing activities
- record keeping

ADDITIONAL APPROACHES TO READING INSTRUCTION



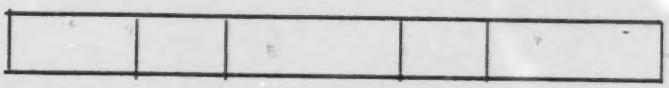
Demonstrates an understanding of the rationale, principles, and characteristics of the linguistic approach to reading instruction.



Demonstrates familarity with the initial teaching alphabet (i.t.a.) and is acquainted with some of the research findings.

WORK-STUDY SKILLS

Demonstrates an understanding of the basic work-study skills that are needed to achieve independent reading habits: location of information, use of graphic aids, following directions, etc.



Implements lessons with groups of pupils that demonstrates the use of specific study skills.

PROFICIENCY

Very High	High	Moderate	Low	Did Not Experience	
					SCHOOL AND CLASSROOM ORGANIZATION FOR INDIVIDUALIZING INSTRUCTION Demonstrates an understanding of the advantages and disadvantages of school and classroom organization plans as they relate to the reading program: - departmentalization - self-contained classroom - ungraded primary - Joplin plan - team teaching - continuous progress plan - nongraded primary - pupil team study - individually prescribed instruction (IPI) - computer assisted instruction (CAI) - dual progress plan - open classroom - individually guided education (IGE) - homogeneous grouping
					Describes the physical organizational features that facilitate individualization of reading instruction in the classroom.
					Compares and contrasts the structure and organization of two criterion-referenced reading programs.
					READABILITY Demonstrates an understanding of the factors that are related to the difficulty of reading material.
					Demonstrates familiarity with two "simple" readability formulas.
					CHILDREN WITH READING DIFFICULTIES Demonstrates an understanding of factors related to reading disability: - intellectual - emotional - educational - perceptual - neurological - socio-cultural - physical

PROFICIENCY

Very High	High	Moderate	Low	Did Not Experience	
					Demonstrates an understanding of the similarities and differences between developmental, corrective, and remedial instruction.
					Conduct an interview to determine a disabled reader's interests and attitudes towards reading.
					Identifies some of the techniques and special activities that can be used to stimulate their interests in reading.

List additional competencies experienced that are not indicated above:

SELF-ASSESSMENT OF PREVIOUS EXPERIENCES
IN TEACHING LANGUAGE ARTS

Name _____ Date _____

Please indicate how you rate yourself in the following objectives relative to your past experience and/or course work.

PROFICIENCY					
Very High	High	Moderate	Low	Did Not Experience	
					CREATING AND ORGANIZING AN ELEMENTARY CLASSROOM
					Describes an exemplary elementary learning environment in the areas of: 1. teacher-child interactions 2. peer interactions 3. developmental levels of children 4. curriculum 5. physical setting 6. organization of materials, and equipment.
					Compares and contrasts two elementary classes at differing levels in the areas of: 1. teacher-child interactions 2. peer interactions 3. developmental levels of children 4. curriculum 5. physical setting 6. organization of materials, and equipment
					LANGUAGE AND THINKING IN CHILDREN
					Describes the developmental sequence of language-acquisition in early-childhood and primary and middle years of childhood.
					Describes at least four implications for a teacher of elementary children of Piaget's theories of cognitive development.
					Describes the developmental-interactiv nature of language and thinking within elementary-aged children.

PROFICIENCY

Very High	High	Moderate	Low	Did not Experience	
					ORAL LANGUAGE ACTIVITIES FOR CHILDREN
					Defends the position of teaching standard English to all children.
					Identifies five resources and materials for elementary children which reflects the student's knowledge of language and thinking as a developmental-interactive process.
					Describes the rationale and procedures for developing small group discussions with children.
					Describes rationale and procedures for developing role-playing and creative dramatics with children.
					Plans, implements and self-analysis an oral language activity with elementary children which 1. relects student's knowledge of language and thinking as a developmental-interactive process and 2. demonstrates student's ability to promote oral fluency in children 3. demonstrates student's ability to accept, extend and enrich children's use of language and thinking.
					LEARNING CENTERS, AN APPROACH TO INDIVIDUALIZATION
					Will demonstrate a knowledge of the assumptions about children's learning and knowing in a child-centered program
					Describes the purposes, types of materials and activities and methods of assessment for at least three different learning centers appropriate for elementary children.
					Plans (individually or in groups of 2) a learning center appropriate to interest, ability level or specific needs of elementary level children.

PROFICIENCY

Very High	High	Moderate	Low	Did not Experience	
					Creates at least 6 activities, using games, materials, realia, books, resources for a learning center, sets up and introduces center to a group of elementary-level children.
					Observes children using learning center activities which he or she created in an independent manner, revises activities, materials and adds follow-up activities based upon observation of children's use of learning center.

USING CHILDREN'S LITERATURE

					Demonstrates a knowledge of the rationale for children's literature in an elementary classroom.
					Selects five books for oral reading to children at a specific age level which meet the following criteria: 1. high appeal for age-level interest of children 2. literary and artistic merit 3. vocabulary, theme content and concept level appropriate to age interest level of children 4. values inherent in work reflect cultural pluralism, omission of sterotypes.
					Plans, implements and self-analysis a lesson plan for story-reading and a follow-up activity, with children using an appropriate selection from children's literature: 1. creates an individualized reading center 2. implements the individualized reading center in a primary classroom 3. observes and critique centers use.

PROFICIENCY

Very High	High	Moderate	Low	Did not Experience	
					WRITING ACTIVITIES WITH ELEMENTARY-AGED CHILDREN
					Describes the rationale and procedures for developing creative writing activities with elementary-aged children.
					Demonstrates a knowledge of procedures to develop and extend an elementary child's writing vocabulary.
					Demonstrates a knowledge of procedures to develop and extend an elementary child's use of punctuation and capitalization in written activities.
					Plans, implements and self-analyze a creative writing activity and two appropriate follow-ups with elementary children.
					LANGUAGE-EXPERIENCE AN INTEGRATED APPROACH TO THE LANGUAGE ARTS
					Demonstrates a knowledge of the sequence of procedures for group and individual language-experience activities with elementary-aged children.
					Demonstrates a knowledge of the ascending levels of questioning skills for the purpose of:

1. leading-pump priming
2. developing, clarifying
3. seeing relationships, associations
4. making inferences
5. hypothesizing
6. analyzing
7. summarizing
8. synthesizing

					Implements and self-analyze an individual or group language-experience activity with elementary aged children utilizing the approved lesson plan from Objective 1.

PROFICIENCY				
Very High	High	Moderate	Low	Did not Experience

Observes and analyze the responses of at least four different children during an individual or group language-experience activity.

Implements at least two appropriate follow-up activities for language-experience activity based upon childrens' responses.

EXPERIENTIAL LEARNING, FIELD TRIPS, AND CREATIVE ARTS

Demonstrates a knowledge of the processes and interrelationships of concept formation in elementary-aged children.

Demonstrates the knowledge of the rationale, procedures and concepts to be developed from a field trip experience with elementary-aged children.

Plans, implements and analyze one follow-up activity to the field trip experience based upon children's responses during trip which will amplify and extend children's concepts.

OBSERVING AND ASSESSING AN INDIVIDUAL CHILD

Demonstrates a knowledge of how a teacher may assess elementary children in interests, and skills in order to individualize learning for a specific child.

Determines interests and skills of an individual child by observing child for at least three periods of 10 minutes each during classroom activities.

Conducts an informal reading inventory to determine the free reading, instructional and frustrational reading levels of one specific child in an elementary classroom.

Describes a probable range of reading levels within a given elementary level classroom.

LIST ADDITIONAL COMPETENCIES EXPERIENCED THAT ARE NOT INDICATED:

Survey of Past Experiences and Skills
in Teaching of Elementary Science

Student _____ _____ _____
Last Name First Name Professor Date

Use the form below to indicate your level of knowledge and/or experience in relation to the objectives listed below.

Proficiency

High	Moderate	Low

Planning for a Teaching Experience

Constructed a set of broad aims and/or goals for science education in a classroom.

Discussed and evaluated a set of broad aims and/or goals for science education.

Constructed a rationale and objectives for a teaching experience with science.

Constructed a lesson plan for teaching a science lesson.

Designed an activity in science which provided pupils with some degree of individualization and independence.

Prepared a Learning Activity Package (LAP).

Compiled a collection of resources useful in teaching science.

Constructed a reliable, valid and usable instrument for evaluating pupil achievement.

Planned a demonstration of a science concept.

Teaching Science

Described and/or demonstrated the following technical skills of teaching:

Set Induction
Stimulus variation
Closure
Reinforcement
Recognizing attending behavior
Silence and non-verbal cues

Proficiency

High	Moderate	Low

Completeness of communication

Lecturing
Use of Examples

Planned Repetition

Response Skill

Demonstrated a science concept with children.

Conducted a micro teaching experience in science.

Performed a science experiment with children.

Constructed functional materials for science teaching.

Carried out an activity in science which provided pupils with some degree of individualization and independence.

Utilized a learning activity package in teaching a group of pupils.

Administered a reliable, valid and useable instrument for evaluating pupil achievement.

Informally assessed the degree of understanding a child had regarding a particular concept of science.

Proficiency

High	Moderate	Low

Identified and/or worked with children in regard to the following science process:

- Observing
- Classifying
- Communicating
- Using numbers
- Measuring
- Time/space relationships
- Predicting
- Inferring
- Definning operationally
- Experimenting
- Hypothesizing
- Controlling variables
- Interpreting data

Elementary Science Programs

Described the characteristics of a good elementary science program.

Distinguished and differientated various models for teaching elementary science.

Critically evaluated a science curriculum project in relation to the following:

- Degree of structure
- Product-process emphasis
- Extent they meet basic curricular need
- Amenability to local adoption or adaption

Observed and evaluated another person teaching a science lesson.

Examined and evaluated new elementary science textbook programs.

Proficiency

High	Moderate	Low

Examined and evaluated the following non-text elementary science programs:

AAAS or S-APA
SCIS
COPES
Early Childhood Curriculum
M.A.P.S.
E.S.S.
ES.

Nature of Science

Examined various models explaining the various models explaining the scientific method on the scientific enterprise.

Examined various philosophies for teaching science in the elementary school.

Constructed a paper and pencil model useful in explaining the scientific method or scientific enterprise.

Stated in your own words your philosophy for teaching of science in the elementary school.

Other

If you can add any additional experiences that you have had and they are not mentioned above please list them here.

APPENDIX P

STUDENT TEACHING HANDBOOK FOR
CAPTAIN HUNT ELEMENTARY SCHOOL

DON'T PARK IN THE PRINCIPAL'S PARKING PLACE — or a Handbook for STUDENT TEACHERS

FOREWORD

Welcome to the Captain G. Harold Hunt School! May your coming teacher internship with us be a fruitful and rewarding experience. The faculty, staff members, and myself welcome you and extend our friendship, cooperation, and support.

This handbook has been prepared to provide general information about the school. It is written primarily from the administrator's point of view. While I have tried to be all inclusive, this initial copy will, no doubt, have some information omitted. In order that future students may benefit from your experience, it would be helpful if you would bring these omissions to my attention.

As you read through the handbook, there will be some topics on which you may not agree. I respect your honest judgment in these areas and have an open door policy to discuss your concerns. While you are here at the Captain Hunt School, however, I do expect and insist upon compliance with all rules and regulations which govern any professional member of the staff.

Ann Prosser
Principal

TABLE OF CONTENTS

	Page
Foreword	ii
Table of Contents	iii
Background Information	1
School Philosophy	1
Community Information	2
School History	2
The Principal's Point Of View	3
Faculty and Staff	5
School Calendar	6
City Map	7
School Policies	8
Student Teacher Responsibilities	11
Reports for Administration	12
Faculty Duties	12
Supplies and Equipment	12
Pupil Files	13
Conclusion and Suggestions	14
Introduction to Kindergarten Program	15
Schedule of Activities	15
Floor Plan of Kindergarten	18
Introduction to Remedial Language Arts Program	19
Objectives of Program	19
Lists of Methods and Materials	19
Sources of Methods and Materials	21
Classrooms	21
Remedial Language Arts Rooms	29
Learning Center	36
Professional Resource Center	46

I. BACKGROUND INFORMATION*

A. School Philosophy**

WE BELIEVE

Children have a right to childhood.

Every child has the right to learn what he can, and not what it is presumed he must learn.

Every child has the right to feel important to himself and to recognize and appreciate the importance and uniqueness of others.

There are techniques and situations which we as teachers can provide for children to enhance childhood, but the life of the child is truly his own. Every child should be encouraged to develop and maintain a sense of dignity and self-esteem.

WE FEEL

A child possessing advanced abilities should be challenged only to his capacity and not forced to overachieve to bolster a parent's or teacher's ego.

The child who progresses slowly should be presented first with basic skills for survival and self-esteem in a critical world and second, with any additional skills he may be able to absorb.

The child of average ability should be provided with all the attention and experiences as needed to reach his potential so that he may develop a feeling of happiness and satisfaction with himself.

We want this school to be a place of happiness at work. It should be a physical showplace which instills pride in the community. It should not however, be run for outward appearances. It is the child, after all, for whom all this is being done. His needs come first, not the observer's. His problems need solving first, not the city's, not the Superintendent's, not the Principal's, not the teacher's, but his.

He is at the top of the totem pole, not at the bottom.

*Written and edited by Ann Prosser
**Written by the faculty of Captain Hunt Elementary School

B. Community Information

Central Falls is a small city located between the town of Pawtucket and Lincoln. In area it covers about one and one quarter square miles and has a population of about twenty thousand people. The citizens are mainly lower middle class laborers. Many families are supported in part or entirely by some form of public assistance.

With the exception of the Corning Glass Company, the industry consists primarily of small factories and manufacturing plants. Historically, many different nationalities have inhabited the city. Presently, there are strong influences of French, Polish, Portuguese, and Spanish speaking peoples. Many of the families speak one language in the home and English outside the home. It has had a strong influence on the educational community.

The city is governed by an elected mayor, Mr. Frank Garvey, and five councilmen. The School system is headed by five elected school committe members and a Superintendent of Schools, Mr. Robert C. Courtemanche.

Presently, the school system consists of one junior-senior high, two middle schools, and three primary schools. Captain Hunt School is the newest school plant. Soon to open, however, is a new junior-senior high and a consolidated middle school.

In addition to the public schools there are three Catholic private schools which educate roughly one half of the elementary school children in the city.

C. School History

Captain Hunt School was opened in September 1973. It replaces the Kendall Street School, a four room pre-Civil War building, which stood on the present site and was in operation as a primary school until 1971. The large bell inside our foyer is the same one which hung from the belfry of that old school and is our tangible link to the past.

The school is named for Captain G. Harold Hunt, a Central Falls Police Officer. For more than twenty years he was the safety officer for the school children of Central Falls. Here was a "cop" looked upon with respect and open affection by the children in the city. About one year before the opening of our school he was killed, ironically, in an automobile accident. Members of the community staged open rallies to have this school named in honor and memory of him.

Because we are all striving to make this a true school for the children it is very fitting that it carry the name of a man who spent his life caring for and protecting their very existence.

D. The Principal's Point Of View

Each of you will soon learn how your cooperating teacher feels about many things: personal philosophy, classroom rules and regulations, scheduling, planning, etc.

It is appropriate that you also know how the Principal views the school, each person's role in it, and how you as a temporary teacher fit into the total scheme of things.

This Administrator views the principalship as that of a coordinator and team leader. I believe in the integrity of each teacher in the building, and rely heavily upon their advice and teaching expertise. I accept the fact that there are many different philosophies about the education of young children. Honest differences in beliefs promote an invigorating atmosphere among staff members. We have all developed a healthy respect for one another's views.

At times it is my job to make decisions which may be contrary to the views of one or another member of the staff. On these occasions I expect compliance with either the rule of the majority or my arbitrary decision.

I am very proud of the school we are developing. It is the result of unending hard work on the part of each team member. If we are to continue to grow and expand for the benefit of each child the effort must be continually ongoing. As a teacher intern you have the opportunity to contribute substantially to our school community. Your enthusiasm, fresh ideas and idealism, and love of children help rejuvenate those of us who have been in the field for a while.

In return, we offer you the benefit of our experiences, tried and tested techniques, and our support as you continue through your initial teaching experiences.

While you are here, I consider you as a professional member of my staff and expect that you conduct yourself in a manner becoming to the profession.

You will see that our relationship with children at this school is rather relaxed and often informal. Do not be misled. There is much structure in this apparent informality. We do not have

have an open school. Children are not allowed to act at will. Disturbing other people or classes is not acceptable behavior.

In the chain of command, you should consider your co-operating teacher as your immediate supervisor and the person with whom you primarily deal in all matters relating to the school. I do maintain an open door policy. If you have a problem relating to school matters which cannot be solved between yourself and co-operating teacher, feel free to come to me for advice. Professional ethics dictate that these matters would, of course, be first discussed with your co-operating teacher.

While I have no desire to interfere in personnal matters, I do have a sincere interest in the well-being of each person in the building. Whenever I may be of assistance, don't hesitate to ask.

E. Faculty and Staff

Principal

Mrs. Ann Prosser

Teachers

Mrs. Diane Cassidy	Mrs. Mary Goyette
Mrs. Rose Marie Collins	Jean Healey
Mrs. Maureen Chevrette	Mrs. Jean Lilly
Mrs. Lois Edge	Mrs. Veronica Magnan
Mrs. Gail Feinstein	Mrs. Cheryl Philbin

Language Art Teachers

Kathleen Marshall	Russell D. Watts

Special Education-Mrs. Marie DelleFave

Learning Disabilities-Pending

Part Time Specialists

Speech Therapy	Sister M. Smith
Librarian	Carol Clayton
Physical Education	Larry LaCroix
Art	Deborah Wilson
Music	Mrs. Ruth Johnston

Other Staff Members

Clerical Aide	Mrs. Theresa Hermiz
Library Technician Aide	Mrs. Beverly Plouff
Kindergarten Aides	Ms. Carol Cooney Mrs. Gisele Vigeant
Custodians	Mr. Matthew Michalowicz Mr. Andrew Moreau

F. Central Falls Public Schools
School Calendar 1975-76

Month	M	T	W	Th	F	Days	Month	M	T	W	Th	F	Days
Sept.		2*	3	4	5	20	Feb.	2	3	4	5	6	15
	8	9	10	11	12			9	10	11	12	13	
	15	16	17	18	19			X	X	X	X	X	
	22	23	24	25	26			23	24	25	26	27	
	29	30											
Oct.			1	2	3	21	Mar.	1	2	3	4	5	23
	6	7	8	9	10			8	9	10	11	12	
	X	14	15	16	17			15	16	17	18	19	
	20	21	22	23	24			22	23	24	25	26	
	X	28	29	30	31			29	30	31			
Nov.	3	X	5	6	7	17	Apr.				1	2	16
	10	11	12	13	14			5	6	1	8	9	
	17	18	19	20	21			12	13	14	15	X	
	24	25	26	X	X			X	X	X	X	X	
								26	27	28	29	30	
Dec.	1	2	3	4	5	15	May	3	X	5	6	7	19
	8	9	10	11	12			10	11	12	13	14	
	15	16	17	18	19			17	18	19	20	21	
	X	X	X	X	X			24	25	26	27	28	
	X	X	X					X					
Jan.				X	X	20	June		1	2	3	4	14
	5	6	7	8	9			7	8	9	10	11	
	12	13	14	15	16			14	15	16	17	18	
	19	20	21	22	23			21*	22*	23*	24*	25*	
	26	27	28	29	30								
						93							87

TOTAL CALENDAR SCHOOL DAYS 180

September 2 - Teacher Orientation*
September 3 - Schools Open - (all students report at regular starting time)

SCHOOLS WILL BE CLOSED

October 13, 27	Columbus Day, Veterans' Day
November 4, 27, 28	Election Day, Thanksgiving Recess
December 22 thru January 2	Christmas Vacation
February 16 thru 20	Mid-Winter Vacation
April 16, 19 thru 23	Good Friday, Spring Vacation
May 4, 31	R. I. Independence Day, Memorial Day

Schools will close on June 18 or on the 180th day that school is in session.
June 21 thru 25 - Possible make-up days as required by State Law.

CALENDAR QUARTERS

1st. Quarter	Sept. 3 - Nov. 7, 1975	10 weeks - 45 days
2nd. Quarter	Nov. 10 - Jan. 30, 1976	10 weeks - 48 days
3rd. Quarter	Feb. 2 - Apr. 9, 1976	9 weeks - 45 days
4th. Quarter	Apr. 12 - June 18, 1976	9 weeks - 42 days

SCHOOL DAY

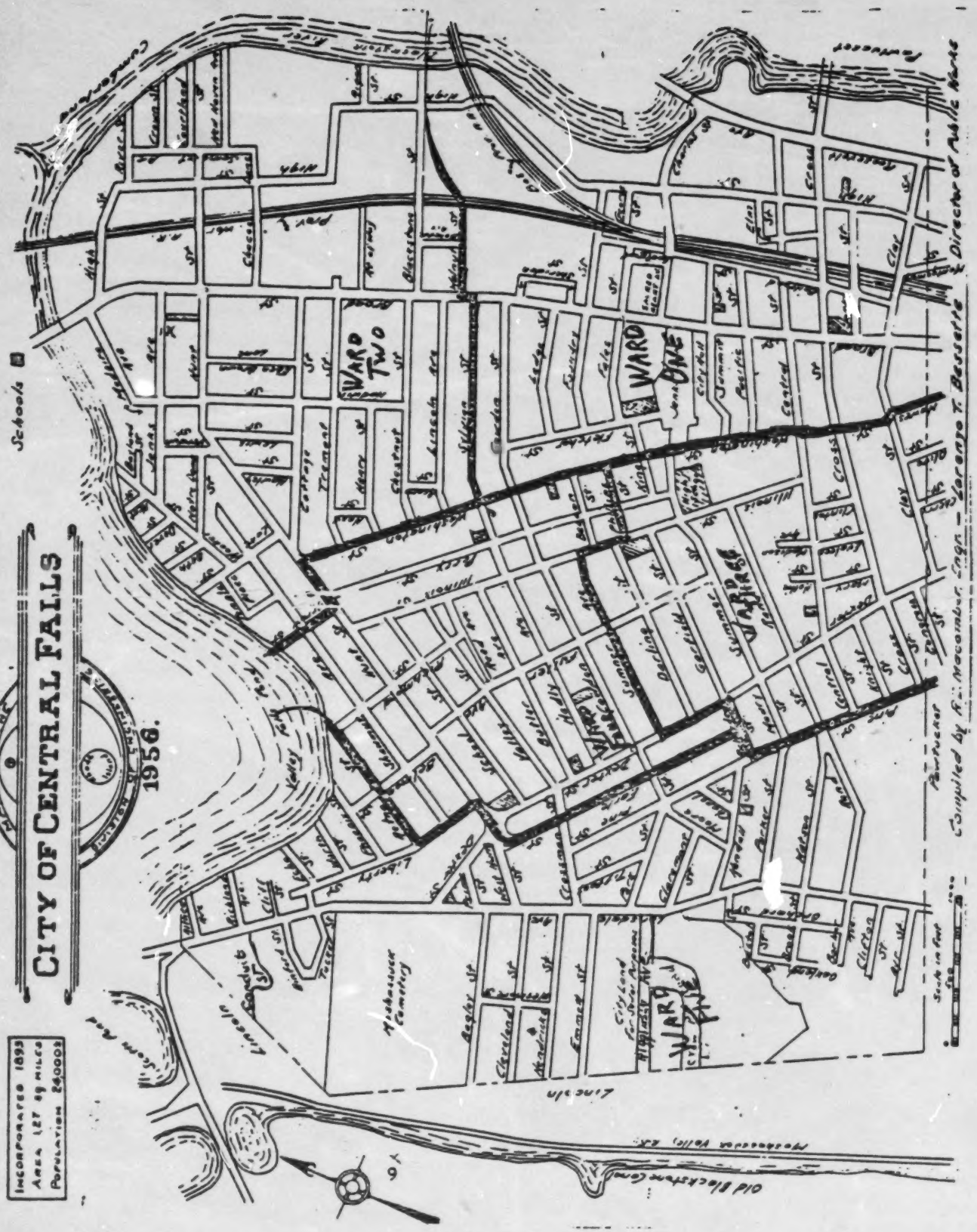
ELEMENTARY SCHOOLS

Grades 1-6 8:20 A.M. to 2:15 P.M.
Kindergarten -
Morning Session - 8:20 A.M. to 11:00 A.M.-Afternoon Session 11:35 A.M. to 2:15 P.M.

JR. - SR. HIGH SCHOOL

Grades 7 - 12 8:00 A.M. to 2:26 P.M.

ALL SCHOOL BUILDINGS WILL OPEN 5 MINUTES PRIOR TO THE ABOVE LISTED STARTING TIMES.


CITY OF CENTRAL FALLS
1956.
WARD ONE
WARD TWO
WARD THREE
WARD FOUR
WARD FIVE
Schools
Compiled by A. J. Macomber, Engr. — Lorenzo T. Bergeron, Director of Public Works
Scale in Feet
INCORPORATED 1895
AREA 1.27 SQ MILES
POPULATION 24000±
Old Blackstone Canal
Mosshassuck Valley R.R.
Line of
Woodlawn Cemetery
City Land for Future Approach
Lincoln Woods State Park

H. School Policies

FIRE DRILLS-

By law, 15 fire drills must be held each school year. All drills are to be considered as actual fires. Children leave rapidly and in silence. Once outside the building, attendance is taken. Names of missing children are reported immediately to the Principal. Classes leave in pairs. One teacher goes at the head and one at the rear of each line. Classroom lights should be shut off and windows closed whenever possible. Safe exit for all children, however, is the prime aim of all drills.

In cases when children are not in their regular classrooms they leave by the nearest exit and report to their class line once outside the building. If a teacher does not have her register handy, depend on the lunch list. The school secretary or Principal will have them at the front door of the school. For this reason it is essential that absent children be marked with an A on the lunch lists.

Your cooperating teacher will explain the regular exits to be used. When in doubt, get children out safely by the nearest exit. During drills your manner should be urgent and professional. Do not tolerate playing or fooling on fire drills. It could mean a life in case of a real emergency.

REGISTERS-

A register is the State's official document of children enrolled in your classroom during the school year. In years to come they may be used for many purposes. By law, each class is required to have a register.

In Central Falls we are required to keep them in a uniform manner which complies strictly with the law. Your co-operating teacher will have you fill out and keep a sample register which is a duplicate of the one she keeps. It will be helpful to you when you are responsible for one in your own classroom.

Remember, many people see your register. Its condition is a reflection of your care for professional materials and records.

DRESS CODE-

Rights of the individual do not permit many standards in manner of dress for children or teachers. At Captain Hunt School informal dress is the mode on most occasions.

Gentlemen are not expected to wear shirt, tie, and jacket as regular attire. Informal shirts and sweaters are perfectly acceptable. "T" shirts alone are not acceptable.
Ladies should not be braless.

Work type dungarees do not seem acceptable attire for professional teachers, except on special occasions.
Keep in mind that you set an example for children. While we are all less formal nowadays, it is still the teacher's responsibility to present a neat and clean appearance as a standard for young children to follow.

DISCIPLINE-

If the situation warrants, you may, under the cooperating teacher's supervision, keep a child after school hours. For their safety, the older children should not be in the school later than 2:45 P.M. Little ones may be kept until 2:35 P.M. Kindergarten children should be held no longer than ten minutes.

When a child is retained it is your responsibility to see that he is safely crossed in the vicinity of the school. Keep in mind that a child who lives a distance from the school may have to cross a main street without assistance. Whenever possible, children kept after 2:35 P.M. should have parent notification.

PHYSICAL PUNISHMENT-

Under no circumstance should you administer physical punishment to any child. Even if a parent gives approval for you to do so, I do not. The only manner in which you may handle a child firmly is by restraining him from hurting himself, another child, or yourself. If a child refuses to move when told to and you feel it necessary to physically move him, do so in a firm but not violent manner. Always feel free to use the intercom and ask for my assistance.

IN CASE OF ACCIDENT-

When a child has had a minor accident and needs a band-aid, cleaning up, and reassurance he can be sent to the office alone or in the company of another child. In cases when you feel you must accompany the child, and you have other children for whom you are responsible, send for another teacher or myself via the school intercom. Never leave a group of children unattended.

In cases of serious injury do not attempt to move a child. Be sure that his breathing passages are free, keep him reassured, and send for help.

An injury to the head, no matter how minor it may seem, must always be reported to the office. A child who has been mildly injured and returns to class should have a note of explanation sent home at the end of the school day.

A child who becomes ill during the school day is never sent home by the teacher. If you feel that a child is too sick to remain in school send him to the office. Don't send a coat with the child, as he may by-pass the office and go directly home without a parent being notified. This could lead to serious consequences.

PARENTAL CONFERENCES-

Your cooperating teacher will guide you in the handling of planned parental conferences.

If you are alone and a parent approaches you with questions about his child's activities or progress in school, contact your co-operating teacher or myself before answering them. If neither is available tell the parent that you are not allowed to discuss children without your cooperating teacher being present. Take their telephone number and tell them you will have the teacher contact them the following day.

You should of course answer questions concerning a child's time of departure from school. When in doubt, call the office of the Superintendent and explain your situation. They will be glad to guide you.

RELEASE OF A CHILD FROM SCHOOL-

All requests for children being released from school early must be approved through the office of the Principal. A note for an early dismissal is sent to the office for initialling by myself. When a child is dismissed he is sent to the office first. All parents are supposed to register at the office before going to a classroom. Occasionally they do not come to the office and go directly to the classroom. When this happens, ask if they have been to the office. Tell them politely that it is school policy that all visitors go the office before coming to a classroom. In case of emergency, call the office via the intercom. Never let a child go with anyone without office approval first.

Once a child has arrived at school, never give him permission to return home without checking with the Principal. There have been serious and very sad accidents, even murders, involving children who have very innocently been allowed to return home for a forgotten library book, lunch money, milk money, etc. The school department is legally responsible for a child once he has reached the premises of the school.

LEAVING THE CLASSROOM-

Never leave a class of children unattended, even in an emergency. Always notify another teacher or the office before you leave the area for which you are responsible. For routine trips to the lavatory, library, office, coffee, etc., always be sure another teacher covers your class of children.

I. Student Teacher Responsibilities

While you are an intern teacher, you will be expected to fulfill all the regular duties and responsibilities of a classroom teacher as your cooperating teacher may direct.

Faculty meetings, Parent Teacher meetings, parent conferences, Open House, planned school activities are all part of a teacher's professional responsibilities.

While teachers may not be required to attend all of these meetings and functions, most attend many.

J. Reports For Administration

At the present time, the Central Falls School System does not require special reports of any kind for or from student teachers.

Be certain to file your student teacher certificate with the Principal as soon as you receive it.

K. Faculty Duties

The school day for teachers officially begins at 8:15 A.M. and ends at 2:20 P.M. Teachers generally have a forty-five minute duty free lunch period. However, on a rotating basis one teacher must be on duty in the play yard for the last fifteen minutes of each lunch period. As this schedule varies quite a bit, it will be your responsibility to get this information from your cooperating teacher.

Faculty meetings, when needed, are held every other Thursday afternoon from 2:15 to 3:00 P.M. At my request or that of your co-operating teacher, you will be expected to attend these meetings. (Unless of course you have a scheduled course at that time).

On two evenings per year we have an Open House. Classes are dismissed at 12:15 on these days. Open House is from 7:00 to 9:00 P.M. You should also expect to be in attendance on these evenings.

We have a Parent-Teacher group at the school which generally meets one evening per month. While your attendance is not compulsary, it would be one indication of your professional attitude if you occasionally attend.

L. Supplies And Equipment

At the Captain Hunt School we have been very fortunate in obtaining supplies and equipment in relative quantity. This does not mean that the supply is not without limit. We all use consumable materials with great care for wasting them means we may not be able to purchase something else.

Supplies are ordered on a request sheet which your cooperating teacher has on hand. All your orders should have her approval.

Supplies of equipment are located on each floor. On hand we have:

Television sets
Cassette recorders and players
Individual headsets
Listening Centers
Record Players
Individual Filmstrip Viewers
Filmstrip Projectors
16MM Movie Projector
Slide Projectors
Polaroid Camera
Instamatic Camera
Language Masters
Microscopes

You may take equipment as needed. At the end of each day all equipment must be returned to storage. Our collection of audio-visual equipment provides valuable tools in our teaching program. Please help us for caring for it. It is frustrating to plan a lesson, only to find that a piece of equipment is damaged or broken. Accidents always happen even if we are taking good care. Please think of others by reporting such accidents or damage to our Resource Technician immediately. A repair can then be promptly ordered.

Our school has abundant physical resources. We have an excellent collection of library books, records, filmstrips, cassettes, language master programs and teacher resource materials.

A listing of our resources is included in this handbook.

M. Pupil Files

As a professional member of the staff, pupils records are open to you through your co-operating teacher. They provide valuable information about each child. This file is also private and for your professional use only.

Any indiscretion with the use of pupil records or the information in them will be dealt with in a very serious manner.

In doing research papers, use of statistics about children may be necessary. There are occasions when this is permissable. Before proceeding with any paper of this sort first get clearance from your co-operating teacher and myself.

N. Conclusion And Suggestions

Telephone numbers or addresses of teachers or students are never given out. Tell interested persons you will take their number and have the teacher or myself return their call.

Parents are always treated with respect. Even though they are angry and upset, it will not help any situation if you react in kind. Always remember that you are the professional. It is important that you remain as calm and polite as possible. This does not mean that you are expected to take abuse from anyone. Be firm when necessary but always maintain your sense of dignity. In the end you will be rewarded for it.

Seek out the help of other people in the school. Offer your assistance in return. We are a working team, and depend on the help and support on one another.

Finally,

DON'T PARK IN THE PRINCIPAL'S PARKING PLACE.

II. INTRODUCTION TO KINDERGARTEN PROGRAM*

A. Schedule Of Activities

The schedule below is very flexible. The large block of time allowed for work groups can be shortened to allow for a special activity.

A. M.

8:15	-	8:30	Arrival
8:30	-	8:45	Opening exercises
8:45	-	10:00	Work groups (1,2,3) Free choice period
10:00	-	10:15	Clean-up
10:15	-	10:30	Recess - Physical Education
10:30	-	11:00	Milk, lunch, group activity
11:00	-		Dismissal

P. M.

11:30	-	11:45	Arrival
11:45	-	12:00	Opening exercises
12:00	-	1:15	Work groups (1,2,3) Free choice period
1:15	-	1:30	Clean-up
1:30	-	1:45	Recess
1:45	-	2:15	Milk, lunch, group activity
2:15	-		Dismissal

The room is organized in order to promote an easy flow of traffic from one activity to another and to encourage sharing and interaction.

1. Arrival

Children arrive anytime between 8:15 and 8:30. They come directly into the room and may go to any free activity (except paints) until 8:30 when the bell rings. At this time they assemble on the rug area for opening exercises. (P.M. arrival 11:30 - 11:45)

*Written by Rose Marie Collins

2. Opening Exercises

Flag
Song (Good Morning, America)
Calendar - In building the classroom calendar, the children establish a sense of orderliness as they learn the days of the week, months, and holidays.
Attendance
Discuss plans for the day.

3. Work Groups

The children are divided into 3 small groups according to ability. The teacher works with one group at a time giving individual attention when needed. Each group works at their own speed and at their own level. Each individual in the group works at his own pace.

4. Free Activity

During this period, while other children are at the work tables, the rest of the class may engage in free choice of activity such as:

Painting
Library corner
Listening activities (earphones, tapes, etc.)
Kitchen
Sand & water table
Blocks
Truck corner
Art table (coloring, cutting, pasting)
Table activities (puzzles, manipulative materials)
Workbench
Puppets

Each learning center is limited to a certain number of children.

Kitchen	- 5
Blocks	- 3
Trucks	- 4
Sand & water table	- 4
Art table	- 6
Workbench	- 2
Easels	- 4

It does not take long for the children to remember this. The children themselves watch to see that these rules are obeyed. An extra child coming into an area is very quickly and politely reminded.

5. Clean-Up

It is important that the children feel a sense of responsibility and pride in their classroom. Everything must be put back where it belongs. It is entirely the responsibility of the children to clean the room and put things away. This includes washing paint brushes.

6. Recess

Recess consists of either indoor or outdoor play.

a. Indoor Play

During the winter we utilize the gym as much as possible. Equipment such as balance beams, jungle gyms, ladders, mats, and balls are available. This gives the child an opportunity to move spontaneously in this area.

b. Outdoor Play

The children have an opportunity to engage in vigorous, free activity in the fresh air. This is a time for release of energy and increasing body control. Jungle gym sets can be brought outside easily.

7. Milk and Snack

This is not lunch but rather a nourishing snack which serves as a "pick-up" or "break" from the business of the day. It is a time to teach cleanliness and good eating habits.

8. Group Activity

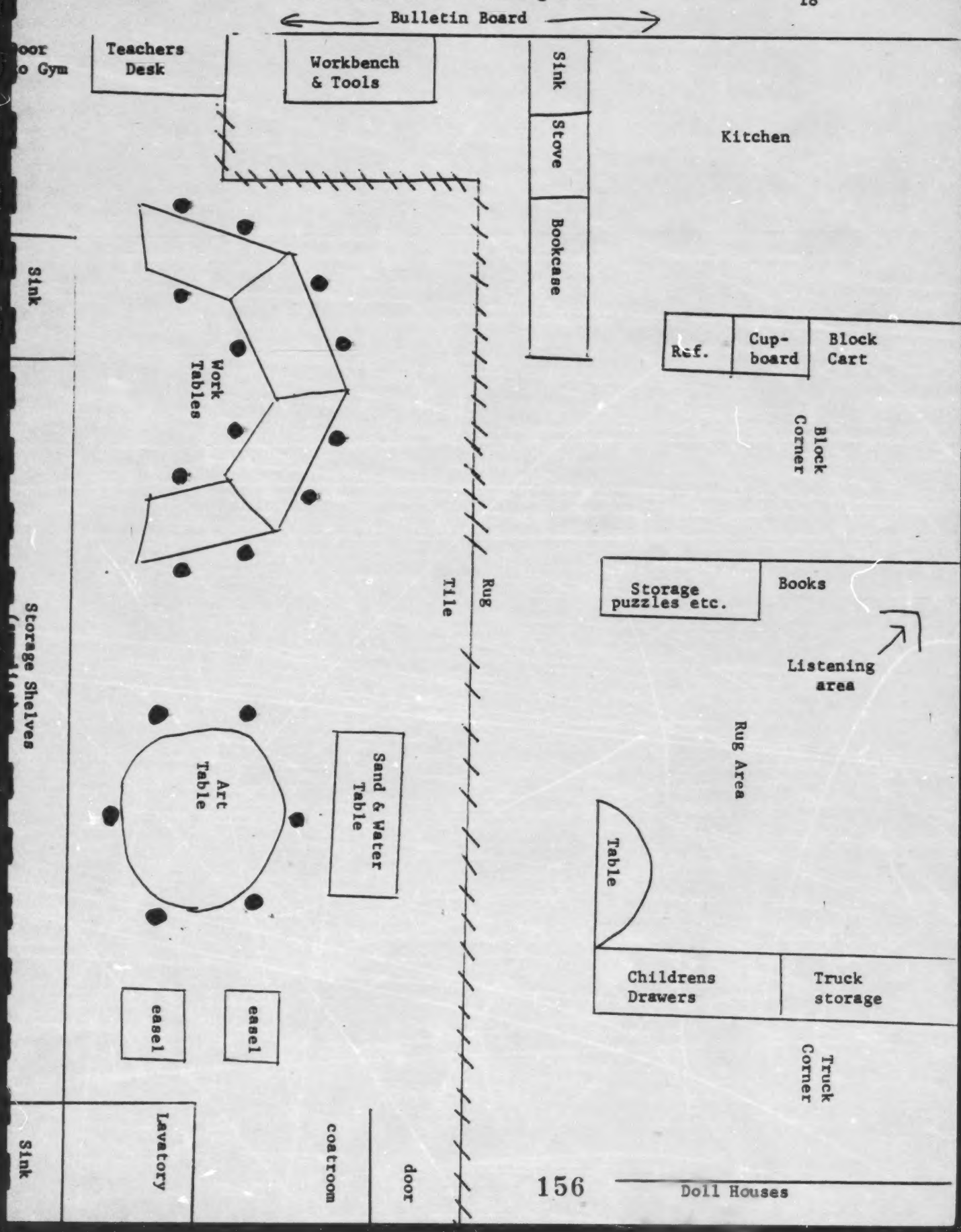
At the end of the day, the children once again assemble. This time is used for a group activity. This may involve:

Playing with rhythm instruments
Singing
Story telling
Films
Dramatics
Special science or Social studies lessons.

9. Dismissal

Bell rings at 11:00 and 2:15.

B. Floor Plan of Kindergarten



III. INTRODUCTION TO REMEDIAL LANGUAGE ARTS PROGRAM*

A. Objectives Of Program

The students in the remedial language arts program are thoroughly tested to find their general and specific weaknesses in reading, writing, listening and speaking. Children are recommended to the program primarily on the basis of teacher observations and also on their scores on standardized school-wide testing programs. At the beginning of each school year, all recommended students are tested and those whose test scores show the greatest need are taken into the program first. New students are added from a prioritized list when children in the program change to another school or become proficient enough in all language arts skills to "graduate" from the program.

This year we were fortunate in having enough teachers to service all students who were recommended to us. We have in the resource center for your use objectives of this year's program and a packet of tests used this year. We are constantly being monitored by a consultant so we do anticipate changes in the testing program for next year's children. We will keep the test packet up to date for you and we will advise you when changes have been made. Children's test scores are always available in our rooms for your use.

Our testing program is extensive and time-consuming, but it gives a good overview of our students' problems. The tests in the current test packet help us to spot weaknesses in reading vocabulary and comprehension, auditory comprehension and discrimination, word recognition, oral expression, written expression, readiness skills and attitudes toward school and language arts. We zero in further on problems in our day-to-day observations in our classrooms.

B. Lists Of Methods And Materials

Lists of methods and materials used in the remedial language arts program at Captain Hunt School can be found in Section IV. Please keep in mind that one of our objectives is to make school, and language arts in particular, a pleasurable experience for our remedial students. Our students are with us because they have already met with failure in the regular classroom situation. Many of them need the constant repetition of drills but cannot endure the dullness of memorization. Many have low self-images and need to engage in simple activities which will provide them with successful experiences. For these reasons we have devised numerous games and methods which may appear gimicky and which would probably be considered too time consuming in a regular classroom

* Written by Kathleen Marshall and Deborah Noonan

We have arranged our list according to general language arts skills because we found this method helped us in our lesson planning. Please feel free to use our list and to ask for any materials which might help you in your own lesson planning.

The student-teacher ratio of 5 or 6:1 allows us to keep most of our activities child-centered and individualized as we involve the children in reading, writing, speaking and listening activities. We always try to begin learning with a child at a point where he is comfortable and let him progress from there. We never aim at "getting through a book" that we don't feel a child is ready for.

IV. SOURCES OF METHODS AND MATERIALS

A. Classrooms

1. Kindergarten Rooms

Beads
Playpool City
Peabody Language Development Kit
Ginn Basic Card Set
Peg-it number boards
Play tiles
Blocks
Zipper Board
Lacing Board
Match Plaques
Tactile Teachng Aid
Pan Balance Scale
Counting sticks
Snap, lock beads
Playschool Wood Letter Blocks
Ideal Perceptive Development Cards Sets I & II
Winnie The Pooh Game
Sewing cards
Nest and Stack
Counting Frame
Wooden Capital Letters
Wooden Lower Case Letters
See Quees Puzzles
Tactile Numberal Blocks
Attribute Blocks
Grouping Circles
Rods and Counters
See-Quees Puzzle - Making a Snowman
Canned Alphabet
Playpool Building Blocks
Jumbo Colored Dominoes
Playskool Puzzles
Record - John Philip Sousa

2. Jean Healey's Room

a. Instructional Aids and Games

Magnetic primary counting shapes
Enlarged place value sticks
Hundreds chart
"All Aboard" - Counting by 1's -2's etc.
Addition - Facts Zoo
Teacher's number line
Dog House Game
Popper Words (Set 2)
Group Words Teaching Game
Pupil set of manual aids for elementary math
Ginn Basic Vocabulary Card Set-Levels 2,3 & 4
Group Sounding Game
Vowel Lotto Game
Consonant Lotto Game
Dolch Vocabulary
A.B.C. Game
Match Game - Set 1 and 2
Take Game (sound matching)
Beginning Sound Game
6 boxes of beaded alphabet - 3 Upper Case & 3 Lower Case
Box of telling time flash cards

b. Kits

Alpha One (Complete Program)
Continuous Progress Lab (Math Kit-Series)
Peabody Language Development Kit (Level 1)
S.C.I.S. Materials Objects Kit (Box B)

c. Duplicating Books

2 masters for One-by-One- Math
Learning Activity Masters - Blue
Learning About Sounds & Letters
Zip! Pop! Go-Sun Tree Masters
Set of masters for Green Feet
Set of masters for Elementary Math Patterns & Structure

d. Miscellaneous

1 Cash Register
1 Box of Toy Money

3. Mrs. Feinstein's Room

a. Games

Cash register
Box of toy money
Ben-G number concept puzzle

b. Manipulatives

Teacher's number line
Student Number Lines (24)
Box of manual aids for elementary math
Grades 1 and 2 "One By One","Two By Two"
Day by Day Calendar
30 Clock dials for pupil use (30)
Box of quiet counters
Parquetry blocks (26 boxes)
Jumbo counting frames (2)

c. Filmstrips

A set of 12 Filmstrips - SVE Math Course
6 Cassettes
6 Guides
Film - SCIS Organisms - Daphnia
Overhead projector transparencies (1 box)
Phonics-Book A- Modern Curriculum Press

d. Kits

SCIS Science Kit-Organisms
Teacher's Kit - Social Studies - "Our Country"
Peabody Language Kit - Level 1
Math Learning Center Kits:
(1) "Subtraction Facts Farm"
(2) "Ordinal Numbers"
(3) "All Aboard"
Discovering Fractions Kit
Kindergarten Resource Kit B

4. Mrs. Cassidy's Room

Ideal fraction circles
Ideal fraction squares
Ideal geoboard classpack
Ideal geoboard activity sheets
Continuous Progress Laboratory
Alpha One Kit
Duplicating masters for Holt School Mathematics
Counting frame
Geometry Unit
Sum Fun
Smarty
Quiet Counters
Duplicating masters for Modern School Math
Duplicating masters for Gr. 2 Elementary Math
Duplicating masters for Alpha One
Consonant Jumble
Place Value Chart
Set of Monsters (Bowmar)
Breakthrough (Bowmar)
Primary Reading Series
Medial Vowel Sound

5. Mrs. Philbin's Room

boxes Instructo-Pupil Pack-Numerals & Counting Shapes (5 boxes)
Fundamental Underlying Number (Complete Program-unifix cubes)
boxes Add-A-Square (3 boxes)
Vinyl Walk-on Number Line
Box of teacher's & box of pupil's Attribute Logic Blocks
Invicta Circles (12)
Jumbo Dominoes
Set (10 students' & 1 teacher's) Counting frames
Alpha One Program (shared with Mrs. Cassidy)
Peabody Language Development Kit - Level 2
Counting tiles
Records from Alpha Time
Magic Road of Sounds pictures
Initial Consonant cards
Judy clock

6. Mrs. Lilly's Room

Scott Foresman - Duplicating Masters - "More Power"
Dolch - "Group Word Teaching Game"
Dolch - "Take" - Sound Matching Game
Unifix Cubes
Invicta - Math Balance
Holt - Tests- Duplicating Masters
Peabody - Language Development Kit
Dolch - Popper Words - Set 2
Holt - Math Transparancies - Elementary Level
Musical Multiplication Records (5)
Math game "Heads Up"
Math game "Ninety Seven"
Math game "Say It Addition & Subtraction"
Bill Martin Series - "Sounds of a Pow-Wow" tapes
Math - 1 large abacus
Milton-Bradley - Math Addition and Subtraction Wheels

7. Mrs. Goyette's Room

Consonant Wheels (Hamett)
Vowel Wheel
Rainbow Word Builders (5 boxes)
1 Flannel board (long & short vowels)
Blend & digraph pictures for peg boards
1 Blend and digraph charts
Vowel charts
1 Phonetic Quizmo Game
D.L.M. Word Hunt Puzzles 1 and 2 (1 box of dittoes)
D.L.M. Phonics Refresher Program Tape
D.L.M. Contraction Board
S.R.A. Reading Laboratory - Ia

8. Mrs. Chevrette's Room

a. Games

Math:
Addition: Orbiting the Earth (Reviews basic addition facts)
Subtraction: Orbiting the Earth (Reviews basic subtraction facts)
Multiplication: Orbiting the Earth (Reviews basic multplication facts)
Division: Orbiting the Earth (Reviews basic division facts)

Reading:
Phonics We Use Learning Games Kit

b. Manipulatives

Reading:
Match and Check Puzzles - Grade level 1.5

Context Puzzles - Grade level 2.5
A.B.C. Puzzles - Grade level 2.0

c. Tapes

Listen and Do Vowel Tapes

d. Filmstrips

Filmstrips and cassettes for Holt School Math: Book 3

e. Kits

Speech to Print Phonics: A Phonics Foundation Program for Reading
S.C.I.S. - Systems and Subsystems

f. Ditto Master Books

Reading:
Ginn 360, Levels 5,6,7 and 8
Decoding
Evaluation
Comprehension
Vocabulary

Math:
Drill Masters: Holt School Math Book 4

Other:
Globe
Map of the World

9. Mrs. Edge's Room

a. Games
Phonics We Use (Learning Games) by Lyons & Carnahan
Various teacher made games

b. Tapes
Reading, Listening Comprehension Skills, Level 3 (5 Cassettes)
Scott Foresman teaching tapes

c. Filmstrips

Social Studies filmstrips of the city

d. Kits

S.C.I.S. Populations Kit
Phonics kit for reading and spelling
Special Practice Kit (phonics)
Continuous Progress Spelling Kit

e. Ditto Master Books

Ginn Duplicating Masters for levels:
- How It is Nowadays Level 8
- With Spies & Wings Level 9
- All Sorts of Things Level 10
- The Sun That Warms Level 10

Scott Foresman Duplicating Masters:
- Splendid Journey
- Speeding Away

Duplicating Masters for Language and How to Use It Series
Some comprehension masters (Hayes)
Hayes Phonics masters

f. Instructional Aids

Ginn Magic Circle Library - Level 9
Flannel Board
Easel
Globe
Teacher made "Jungle of Blends" board

Learning Disabilities Classroom

Learn the Alphabet flash cards
Phonetic Quizmo
Attribute Game and Manual
Around the House Lotto
Dial and Spell
Spin and See Lotto
Pairs Word Game
Pick Pairs Game
Sort a Card Game
Sequence cards
Magnetic capital letters
Magnetic lower case letters
Space relationship cards
Flannel board cut-outs
Flannel board numbers
Counting frames (2)
Clocks (2)
Sound Order Sense Program and 10 copies of Workbook
Selma Herr teacher's manual
Workbooks-Level 1 (4)
Workbooks - Level II (4)
Visual perceptual workbooks (4)
Dubnoff- Level 1
Peabody Language Kit- Level 1 and manual
Peabody Language Kit- Level 11 and manual
Peabody Kit- Level 111 and manual
Hammett book display case
Checkers and Chinese Checkers

Etch-a-Sketch
Link Letters
Popeye the Weatherman
Paper Dolls
Memory Game
Candyland Game
Casper Game
Plastic Bricks
Mother's Helper
Dominoes
Book-Finger Play Fun
Mathfacts by Milton Bradley (5 games)
Perceptual Development Cards (2)
Capitol and lower case practice cards by Ideal (4)
Silly Sounds Game
Magic Cards (blends and digraphs)
Thorndike Beginning Dictionary
Country and City Book-MacMillan (2)
Silly Jean and Other Stories - MacMillan (2)
Teacher's Guide to Reading Experience - MacMillan
One, Tow, Three (2) MacMillan
Run and Play (2) MacMillan
People Read MacMillan
In the City MacMillan
Boys and Girls Work MacMillan
Come Out (2) MacMillan
The Party Book (2) MacMillan
The Ben Book (2) MacMillan
The Carmen Book (2) MacMillan
The Henry, Henry Book (2) MacMillan
The Victor Book MacMillan
The Rosa Book (2) MacMillan
The Silly Book (2) MacMillan
All By Myself (2) MacMillan
The Birthday Book (2) MacMillan
Cats, Dogs, & Other Animals MacMillan
The Monkey (2) MacMillan
The Jack Book (2) MacMillan
Bank Street Readers (also Teacher's Edition) (2)
Barnell Loft A & B (16)
Dittoes (Modern Arithmetic, Learning Your Language, Read & Think)
DLM Color Association cards, ordinal and cardinal puzzles
Dittoes - Learning games - Level C
Dubnoff School program
DLM Colored inch cubes and designs
Dolch group word teach game, what the letters say and first arithmetic game
Puzzle Books 1,2 (6)
SVE Initial Consonants, Short Vowels
5 Levels of Bank Street Dittoes

Special Education Room

Place value chare (Ideal)
Tell a Story (City Life) (Ideal)
Fraction Squares
Magic Cards (Ideal - Consonant Blends & Digraphs)
Magic Cards (Vowels)
Arithmetic Step by Step (Continental Press)
Toy money
Language Arts Curriculum for the Mentally Handicapped
Arithmetic Curriculum for the Mentally Handicapped
Reading Curriculum for the Mentally Handicapped
Lot Letters
Peabody Language Development Kit (Level P)
Aladdin Charts - Matrix & One Hundred Chart
Kit - Arithmetic Step by Step
Kits 1 and 2 Beginning to Read, Write & Listen
Box of Learn to Write Cursive Letters
Box of You Can Read (Drill Cards)
Box of Beginning Sounds for Flannel board
Box of Fraction circles
Box of 2x2 hard cardboard letter cards
Dev. Sequences of Perceptual Motor Tasks

B. Remedial Language Arts Rooms*

1. Mr. Watt's Room

Lyons & Carnahan Phonics games
Rhyming Puzzle
Consonant Bingo
Consonant Wheels
Beginning Sentences Edu-cards
Who Gets It? (Readiness-Dolch)
Magic Cards (Wipe Off-Blends &Consonants)
Dolch group sounding game
Match Game 1 & 2 (Dolch)
Phonic Rummy 1 & 2
Fly a Kite (Rhyming patterns)
Ugly Oogly (Initial Cons. & Blends)
Match & Take
Knock a Number (Demon Words)
Consonant Corral
Phonetic Word Drill Cards
Word Blend Cards
Word Prefixes Cards
Word Suffixes Cards
SRA Word Games Kit
Blends Concentration Game
Contraction Game
Consonant Lotto
Vowel Lotto and Sound Hunt (Consonants & Blends)

*Prepared by Kathleen Marshall, Deborah Noonan & Russell Watts

2. Ms. Marshall's Room

a. Readiness

Color Recognition Color Names:

Large Color Chart (with colored circles & names)
Individual Color Charts (with names and illustrations)
"Color-O" (like Bingo)
Color Puzzles
"Pitch Penny" (one with color names in color· one with names in black ink)
Make construction paper balloons with magazine pictures inside balloon of things of that balloon's color)
Colors and Emotions - How Does That Color Make You Feel?
Color Poster Sheets for each Primary Color
Let's Dress Up a Snowman
Write Color Poems and illustrate them
Colors and Seasons - discuss seasonal colors and make season booklet's showing season's colors
Where Do You Find That Color? What is that Color That you See Every Day?
Describe the clothes of your friend and yourself using only their colors
Color Riddles

Shapes Recognition/Shape Names:

Colored shapes (cardboard cut-outs) of varying sizes
Sorting Posters - using objects for shapes of circle, square, triangle, and rectangle
Show and Identify - show a shape cut-out and name an object in room of that shape
Discuss shapes of body features; eyes are the shape of circles, legs are the shape of rectangles, etc.
Shapes and Sizes - cut out differently colored shapes and categorize· categorize from largest to smallest
Make shapes puzzles using five main shapes - circle, square, triangle, rectangle, and oval
Show and Tell - bring an object from home and talk about its shape, color, etc.
Shapes and Things Game
Fun with Shapes Game and Mr. Clown
Shapes and Good Foods - what shape is an orange?

Numbers Recognition/Number Names:

Large Number Chart - 1 to 10
"Concentration" - Numbers 1 to 10
Sorting board game for numbers 1 to 10
Domino Cards Game for Numbers 1 to 12
"PitchPenny" Game for Numbers 1 to 12
"Link Letters" - Numbers 1 to 12

Alphabet Recognition/Alphabet Names:

"Old Maid"
"Let's Go Fishing for the ABC'S"
"Checkers" with the ABC'S
Dot-to-Dot Sheets for the ABC'S
Beginning Consonant Poster Cards
"Clothespin Match" Game
"Beginning Sound Puzzles"
"Alphaber Chart Game"
Alphabet Poster Sheets
"Name-O"
"Initial Sound Match" Game
"Pitch Penny" for the Alphabet
Make the Alphabet activity
"Mr. Turtle and His Friends" Game
"Toy Box" Game Beginning Sounds
"I am Going to the Moon" Game - Beginning Sounds
"Pick and Read" Game
"Roll-a-Ball" Game for Beginning Sounds
"The Land of Valentines" - Path Game for Letter Sounds
"Ollie the Octopus" - Game for Letter Sounds
"Alphabet Plane Ride" - Game for Alphabet
ABC Floor Game (mat with boxes having letters inside)
Beginning Sounds Wipe-Off Cards
Vowel Sounds Wipe-Off Cards
"Spider Crawl" Game
"Start Your Engines" Game

Alphabetical Order/Alphabet Names:

"Let s Be the ABC's"
ABC Board Games for Alphabetical Order
"Toys and the ABC s"
"Foods and the ABC's"
"Animal Alphabet"
Sequencing activity with Flash Cards
Word Lists placed in alphabetical order
"Before" and "after" Game with the alphabet

Visual Memory:

"Concentration" (Rhyming Sounds)
"Concentration" (Numbers)
Restaurant Game - Ordering from menus using a waitress, and customers seated at tables
"Match-O" for Shapes, Numbers
"Going Shopping"
"Find the Same One"
"What is the Missing Letter?"
"How Can We Make the Word Again?"
"What was That Picture?"
"Remember Those Colors"

Visual Discrimination:

"Where Do I Belong?"
Alphabet - Match Letter Cards
Screen Work for printing (words, letters)
People Puzzles
Sorting Board Game for ABC's
"Wholes and Parts" Game
Look Alike Wipe-Off Cards
Copy a poster having shpaes that are colored and then fit together to make a puzzle on individual worksheet
"picture lotto" Game
Categorize small, medium, and large - sorting game with objects on small, medium, large balls (paper)
"Faces and Feelings" Game
Categorize kinds of animals or kinds of foods on sorting sheets showing different characteristics

Auditory Discrimination:

Musical Instruments Game
Name That Letter Sound
Find the Letter
What Object Makes That Sound?
Turtle Game for Sounds
"Same or Different" Game
Picture Game for Initial and Final Consonant Sounds

Sequencing:

Sequence Cards Game (4-part stories)
Draw 4-part story; have partner put in correct sequence: write four-part story and cut up sentences and have partner put it in correct sequence
Comic Strips - place cut-up comic strips in sequential order
Listen to record/tape and retell main events in sequence to teacher or partner
Read story, or listen to a book/record and make a booklet of pictures showing sequence of story
Make a sequence chart on long shelf paper, after a story has been read or a language experience story written, giving each child a block and part of the story to illustrate and state a sentence or two
Talk about a morning's activity - get out of bed, then wash, dress, come to school, etc.
Discuss seasons and months - fall always comes before winter and after summer showing sequential activity
Make a birthday chart - who was born first, second, third according to the sequence of the many birthdays and months
Discuss life's pattern - infancy, childhood, young adulthood, adulthood· what are some likenesses and differences in regard to hair, face, physical well-being, sicknesses, teeth· illustrations are necessary and family pictures could be drawn

Language Experience Activities:

These activities were helpful in developing all language skills. Some of them were suggested by this year's student-teachers. We hope you will add to the list.

Have a birthday party
Make instant pudding
Make room decorations and bulletin boards
Growing plants
Take pictures with a Polaroid camera
Go for a walk outside
Talk about the weather of the day
Try to guess what is in a paper bag or a box
Go out Christmas carolling
Bake Christmas Cookies
Bake Thanksgiving pies
Looking in a mirror
Making Kool-Aid or Lemonade
Making Shortbread
Magic Chair Game
Making Orange juice
Having a May breakfast
Discuss emotions

Word Recognition -- Word Attack:

Word-O (A Bingo-type game)
Keep (A flash card game)
Contraction games and wheels
Synonyms games
Opposites games
Word collage
Puzzles for sight words
Spelling sight words
Putting flash cards in alphabetical order
Rhyming word games
Pitch Penny with words
Willy the Worm (Reading word cards)
Checkers with words
Picture crossword puzzles
Apple tree game
Use flash cards with friends
Concentration games
Spin n' Read game
Knock a Number
Match n' Take
Fly a Kite
Dolch Popper words
Sound Hunt
Phonic word builder game
Group Sounding game

Phonic Rummy
Match
Vowel Dominoes
Spin Hard, Spin Soft
Sammy the Snake
Blends Race
Consonant wheels
Consonant Bingo'
Consonant Corral
Find the Word
Rhyming Dominoes
Rhym-o
Rhyming concentration
Crystal the crab (Blends game)
Blends balloon game
Make a compound Word'
Compound word match
Synonym Puzzles

Reading:

Read aloud with teacher
Read aloud with partner
Read Silently
1. Write a few sentences about story
2. Tell someone about story
Read into the tape recorder
Read along with a record or tape
Read Dolch sentence strips
Read language experience story
Sight phrase cards
Beginning Sentence game
Sentence puzzles
Read Sentence--illustrate it
Make the Sentence game
Link Letters
What picture is Sentence Talking About?

Writing: (This includes the physical act as well as composition):

Copying
Language experience story
1. Group
2. Individual
Make word lists
Write sentences with sight words
Keep a diary
Write a letter
Write captions for cartoons
Write about a picture
Write sentences from dictation
Transcribe sentences or a story previously recorded by a student or teacher
Copy and change printing to writing
Write a summary of a book or record

Write on chalkboard
Write on lined paper with pen or magic marker
Write about Duso pictures
Write a story for Duso puppets
Write at an easel
Transform short sentences
Make greeting cards with messages
Play newspaper reporter
Take pictures and write about them or write captions for them
Write stories for a class newspaper or magazine
Write story books for children in lower grades
Interview people about their jobs, then write about them
Book reports
Make booklets for holidays or seasons
Make a booklet of "My Favorite Things"

Speaking:

Informal speaking
Tell a story to class
Tell a story to tape recorder
Tell a story to your partner
Use Duso puppets
Tell about a picture
Have a formal party with food
Tell about a record or tape
Play newspaper reporter
Call Word-o or Group sounding games for other children
Act out scenes from a storybook
Talk about what you'd like to be when you grow up
Play radio disc jockey
Act out different emotions
Make commercials

Listening -- Following Directions:

Listen to a record or tape
1. Tell someone about it
2. Write about it
Play word recognition games for listening only
Play Simon says
Play "Start" or "Begin"
Play group sounding game
Take dictation of simple sentences
Transcribe materials recorded by self or others
"Listneing Partners" game
Language Master
Riddles--"What Am I?"
Find objects in the room

Spelling (We do some spelling as reinforcement for sight words and word attack):

Spelling bee
Keep
Spell sight words
Crossword Puzzles
Word search and word hunt puzzles

C. Learning Center*

1. Language Arts Filmstrips and Tapes

Coronet Filmstrips - Anderson's Fairy Tales:

The Emperor's New Clothes
The Steadfast Tin Soldier
Hans Clodhopper
The Snow Queen
The Emperor's Nightingale
The Little Match Girl
The Ugly Duckling
The Wild Swans

Weston Woods:

Andy and the Lion
The Little Island
Frog Went A-Courtin
Little Bear's Visit
Madeline's Rescue
The Happy Day
Where Does The Butterfly Go When It Rains
Where the Wild Things Are
Time of Wonder
The Snowy Day
Drummer Hoff
The Biggest Bear
Chanticleer and the Fox
Stone Soup
Make Way for Ducklings
What Do You Say, Dear?
Blueberries for Sal

Walt Disney Filmstrips

Cinderella
Little Hiawatha
Winnie the Pooh and the Blustery Day
Ben and Me
Mickey Mouse, the Brave Little Taylor
Susie, the Little Blue Coupe

Encyclopedia Britannica Films:

The Story of Cinderella
The Story of Little Red Riding Hood
The Story of Snow White
The Story of Aladdin

*Prepared by Jean M. Healey

Language Arts Filmstrips--Cont.

The Story of Puss in Boots
The Story of Little Thumb
The Story of King Midas
The Story of Sinbad the Sailor
The Story of the Pied Piper
The Story of the Little Mermaid
Dick Whittington
Peter and the Dike
William Tell
Joan of Arc
Pheidippides, the Marathon Runner
Robert Bruce and the Spider

New York Times Filmstrips:

Curious George
Curious George Takes a Job
Curious George Gets a Medal
Curious George Goes to the Hospital
Curious George Flies a Kite

Coronet Filmstrips-Tall Tales in American Folklore:

Stormalong
Davy Crockett
Johnny Appleseed
Tony Beaver
Febold Feboldson
Big Mose

Tales from Japan:

The Moonbeam Princess
The Tears of the Dragon
The Rolling Rice Ball
The Monkey and the Crab
The Inn and the Sparrows
The Story of the Sunset Gift
The Man Who Made Trees Blossoms

"Just So Stories":

How the Elephant Got His Trunk
How the Leopard Got His Spots
How the Animals Came to Live With Man
How the Camel Got His Hump

Language Arts Filmstrips - Cont.

Stories for Joining In

Henny Penny
The Three Little Pigs
The Gingerbread Boy
The Little Red Hen
The Three Billy Goats Gruff
The Three Bears
Eye-Gate Read and Tell
The Lion and the Mouse
The Three Bears
Little Red Riding Hood
Chicken Little
Peter Rabbit
The Little Red Hen
The Gingerbread Man
Hansel and Gretel
Jack and the Beanstalk

S.V.E. Filmstrips--Aesop's Fables:

The Shepard Boy and the Wolf
The Lion and the Mouse
The Dog and the Shadow
The Fox and the Crow
The City Mouse and the Country Mouse
The Hare and the Tortoise

Brother's Grimm Fairytayles:

King Grisly Beard
Donkey-Lettuce
The Four Servants
The Golden Buttons
The Goose Girl
The Water of Life

Holiday Filmstrips:

Christmas
The Littlest Angel
The Gypsy Boy's Miracle
Why the Chimes Rang
The Legend of Befana
The Little Fir Tree
Michael O'Mannerly and the Christmas Toadstools
The Sheperd Boy's Gift
'Twas the Night Before Christmas

The Animals First Christmas
Dicken's Christmas Carol
The Story of the Nutcracker
Silent Night: A Christmas Legend
The Story of Handel's Messiah
The Twelve Days of Christmas
The Little Pine Tree
Lollipop Dragon Helps Santa

Halloween
Lollipop Dragon's First Halloween
Winnie the Witch

Thanksgiving
Thanksgiving in Tumtum
Mary's Pilgrim Thanksgiving
Thanksgiving

Abe Lincoln Day
Abraham Lincoln
Story of Abraham Lincoln

Valentine's Day
Lollipop Dragon's Valentine Party
The Story of Valentine's Day

Easter
The Bunnies Easter Surprise
The Big Easter Egg Hunt
How We Got Our Easter Customs
Easter Around the World

Mother's Day
Mother's Day Surprise

2. Science Filmstrips

Communities in Nature:

Living Things
Living Things Adapt to their Environment
Green Plants in a Community
Living Things Adapt to Each Other
Living Things Form Communities
Scavengers and Decomposers in a Community
Energy Flow in a Community

Wonders of Nature Filmstrips:

Dinosaurs
The Phases of the Moon
Trees
Earthquakes
The Mysterious Magnet
Under the Ocean

Science Filmstrips-Cont.

The Changing Seasons

Summer is A Time for Exploring
Autumn in My Neighborhood
Winter Is A Changing Time
The Birds Know Its Spring

Stories and Fables for Science:

Tadpole Number 101
Moku, the Hippopotamus
Hopper, the Helicopter
Crunchy, the Caterpillar
Willy, the Whale
Goldie, the Honeybee

The World Below Us:

What's Under A City Street
What's Under the Earth
What's Under the Ocean
What's Under the Farmer's Garden

3. Social Studies

Social Studies Rhymes for the Very Young

Fall Fun
Spring Fun
Summer Fun
Winter Fun
School Helpers
Community Helpers
The Happy Family
Going to School Is Fun
The Surprise
New England's Heritage
Growth of An American City
Living on a Farm
Living on a Cattle Ranch
Living on an Egg Farm
Living on a Vegtable Farm
Living on a Fruit Farm
Living on a Dairy Farm

Animals on the Farm Filmstrips:

Fleecy, the Lamb
Fluffy, the Chick
Billy, the Goat
Porky, the Pig
Timmy, the Kitten
Frisky, the Colt
Pal, the Puppy
Our Poultry Farm

Social Studies Filmstrips Cont.

Going Places in the City Filmstrips:

The Library
The Zoo
The Museum
The Acquarium
The Public Gardens
The Planetarium

4. Music Filmstrips

George Handel and His Spinet
The Old Lady Who Lived in a Vinegar Bottle
When Mr. Terrapin Went Riding in the Clouds
Wolfgang Mozart Plays for the King and Queen

5. Self Concept Filmstrips

Myself and Me
What Do I Look Like?
Who Do I Like to Be With?
How Do I Feel?
What Do I Like to Do?
What Do I Dream About?

6. Sensory Awareness Filmstrips

Discovering Your Senses
Your Eyes Are for Seeing
Your Ears Are for Hearing
Your Skin Is for Feeling
Your Tongue Is for Tasting
Your Nose Is for Smelling
Your Senses Work Together
Color All Around
Listen
The Size of It
Touching Things
Exploring City Sounds
Cow's Don't Say Moo

Early Experiences in Learning Series Kits-A Multimedia Program for Young Children: Observing and Describing Color:

What Do You See? Color:
Discovering Colors in the City

Observing and Describing and Describing Shapes Filmstrips:

What Do You See? Shapes:
Discovering Shapes in the City

7. Library Skills Filmstrips

Your Library-A World Of Books
The Card Catalog
Using Special Reference Books
The Classification of Books
Using the Dictionary
Using the Encyclopedia
Using the Elementary School Library
Exploring the Library
Getting to Know Books
What's In the Dictionary
How to Use the Card Catalog
How to Use an Encyclopedia
Skills in Gathering Facts

8. Miscellaneous Filmstrips:

Manners Are Lots of Fun
School Manners
Home Manners
Community Manners

9. Encyclopedias and Books of Knowledge

Childcraft
Compton's Pre-Encyclopedia
Disney's Wonderful World of Knowledge
The Illustrated Library of Science, Nature and Man's Environment
Young People's World
Harver's Junior World Encyclopedia
Young People's Illustrated Encyclopedia
Encyclopedia of the Animal World
Picture Encyclopedia of Insects
Boy Scouts of America Books
Junior Girl Scout Handbooks
Brownies Handbook

10. Spoken Arts Cassette Library for Young Listeners-Vol. II

a. Poetry
Nursery Rhymes
A Child's Garden of Verses
The King Who Saved Himself from Being Saved
Poems and Songs for Younger Children
A Child's Introduction to American Folklore

b. Fables and Stories
Brer Rabbit and His Tricks
Aladdin and His Wonderful Lamp
The Wind in the Willows
Piccoli
The Father of Aesop
The Adventure of Tom Sawyer
The Adventure of Huckleberry Finn
The Elephant's Child
The White Seal

c. Children of Courage
Donny's Star
Raquel and Perdido
Teru and the Blue Heron
Whistling Boy
Pancho's Puppet's

d. Tales from Africa

e. Tales from England
The Remarkable Rocket
Goldilocks and The Three Bears
Dick Wittington and His Cat

f. Tales from Ireland
Hudden and Dudden and Donal O'Leary
The Black Horse

g. Tales from Italy
The King Who Wanted a Beautiful Wife
The Cunning Shoemaker

h. Tales from Japan
The Tongue-Cut Sparo
The Fisherman and the Tortoise

i. Tales from Mexico
Tepozton-Who He Killed the Giant
How Tepozton Hung the Bells

j. Tales from Russia
Vasilisa the Beautiful
Sister Alyonushka and Brother Alyonushka

k. Adventure
Kidnapped
The Swiss Family Robinson
Kim
Around the World in 80 Days
The Time Machine
The Lost World

11 . Kits for Teachers

On Stage Wally, Bertha and You-Language Development Kit with Puppets-from Encyclopedia Britannica Ed. Corp.

Bowmar Nature Series-The Way of Animals-A set of 10 filmstrips with books by Lucille Woods
Animal Disguiseses
Now That Days Are Colder
Animal Jackets
Animal Houses
Tail Twisters
You Don't Look Like Your Mother Said the Robin to the Fawn
Filling the Bill
Going Places
Sleepy Heads
No Accounting for Tastes

Music-Rhythms to Reading-Lucille Woods-Bowmar
Songbook, Books & Tapes on the Months of the Year

12. Records and Tapes

The Muppet-Alphabet Carry About
The Small Dancer
The Small Player
Magic of Music-Book 1
Scary Spooky Stories
Square Dance Fair
Promenade and Do Si Do
We Move to Poetry
Haiku

13. Shortstrip-Filmstrips

Food (12) subjects
Learning About People
Communication
Transportation
Community Services

14. Language Master Programs

Set I - Sound Blending I beginning Phonetic Skills
Set II - Consonant Blends and Irregular Phonetic Elements
Set III - Industrial Supplement
Alphabet Mastery Program
Spelling Mastery Program
Linguistic Word Pattern
Language Reinforcement and Auditory Retention Span
Language Stimulation Program Set I- Phrases
Set II - Sentences
Set III - Word Building-Word Analysis Technique
Word-Picture Program-Nouns-Everyday Things
Set III - Basic Concepts
Graded Difficulty Arithmetic Program - Set II

15. A List of Teaching Pictures

Let's Take a Walk in Spring
Let's Take a Walk in Summer
Let's Take a Walk in Fall
Let's Take a Walk in Winter
The Life Cycle of a Monarch
The Life Cycle of a Robin
The Life Cycle of a Frog
The Story of Corn
Animals That Help Us
Pets
Insects and Spiders
Baby Animals of the Wild
Plants that Provide Food
People Who Come to My House
People in My Neighborhood
Children Around the World
Children of America
Nonsense Rhymes
The Many Moods of Mother Goose
Moods and Emotions

16. Inventory of Audio-Visual Equipment

15 cassette recorders
10 record players
7 language masters
8 Viewlex filmstrip viewers
5 overhead projectors
8 filmstrip projectors
3 slide projectors
1 16mm. projector
6 television sets
2 teacher microscopes
1 Poloroid camera
1 Kodak Instamatic camera
12 listening centers
10 headsets
10 student microscopes

In addition to all the materials and equipment I have mentioned in this report, the Learning Center at Capt. G. Harold Hunt School also has a large number of resource books and materials for its teachers.

Each curriculum area is covered by these materials. There are books, "recipe boxes," curriculum guides and activity cards for learning centers etc.

I feel this list will be a helpful guide to all student teachers who come to Capt. Hunt and use the tremendous resources of its learning center.

D. Professional Resource Center

1. Reading

Barnes, D.L. and Burgdorf, A.B. Study Skills for Information Retrieval (Books 1,2,3, and 4). Boston: Allyn and Bacon, Inc., 1974.

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Burmeister, L.E. Words-From Print to Meaning. Reading, Massachusetts: Addison-Wesley Publishing Company, Inc., 1975.

Carrillo, L.W. Informal Reading Readiness Experiences. San Francisco: Chandler Publishing Company, 1964.

Clymer, T. Read Better-Learn More: A Reading-Skills Program in the Content Fields (Books A,B and C) Lexington, Massachusetts: Ginn and Company, 1972.

Crawford, M. Teaching Study Skills. Dansville, New York: The Instructor Publications, Inc., 1973.

Dale, E. and O'Rourke, J. Techniques of Teaching Vocabulary. Palo Alto, California: Field Educational Publications, Inc.,1971.

Dallmann, M.; Rouch, R.; Chang, L.; & Deboer, J. The Teaching of Reading. New York: Holt, Rinehart, and Winston, Inc., 1974.

Davis, Stanley E. "High School and College Instructors Can't Teach Reading? Nonsense!" in Detention and Correction of Reading Difficulties (Emerald Dechant, ed.) New York: Appleton-Century- Crofts, 1971.

Dorsey, Mary E. Reading Games and Activities. Belmont, California: Lear Siegler, Inc./ Fearon Publishers, 1972.

Fenderson, Julia K. The Reading Box: 150 Reading Games & Activities. Carson, California: Educational Insights, Inc., 1972.

Fresh Teaching Ideas for Teaching Reading. The California Reading Association, 1970.

Gould, A. and Schollaert, W. Reading Activities for Primary and Intermediate Grades. Dansville, New York: The Instructor Publications, Inc., 1972.

Greff, K.N. and Askov, E.N. Learning Centers: An Ideabook for Reading and Language Arts. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1974.

Griffero, G.A. Basic Dictionary Skills. St. Louis: Milliken Publishing Company, 1973.

Griffero, G.A. Reference Tools and Study Skills. St. Louis: Milliken Publishing Company, 1972.

Harris, L., and Smith, C. Reading Instruction Through Diagnostic Teaching. New York: Holt, Rinehart, and Winston, Inc., 1972.

Heilman, A.W. Phonics in Proper Perspective. Columbus, Ohio: Charles E. Merrill Publishing Company, 1968.

Herber, Harold L. "Chapter 2: Instructional Provisions." in Teaching Reading in Content Areas. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.

Herr, Selma E. Learning Activities for Reading. Dubuque, Iowa: Wm. C. Brown Company Publishers, 1971.

Karlin, Robert. Teaching Elementary Reading: Principles and Strategies (Second Edition). New York: Harcourt Brace Jovanovich, Inc., 1975.

McGuire, Marion L. and Bumpus, Marguerite J. Croft Skillpack: Reading Comprehension. New London, Connecticut: Croft Educational Services, Inc., 1973.

Mallett, J.J. Reading Skills Activity Cards: Creative Reading. New York: The Center for Applied Research in Education, Inc.,1975.

Mallett, J.J. Reading Skills Activity Cards: Critical Reading. New York: The Center for Applied Research in Education, Inc., 1975.

Mallett, J.J. Reading Skills Activity Cards: Interpretive Comprehension. New York: The Center for Applied Research in Education, Inc. 1975.

Mallett, J.J. Reading Skills Activity Cards: Literal Comprehension. New York: The Center for Applied Research in Education, Inc., 1975.

Mallett, J.J. Reading Skills Activity Cards: Phonetic Analysis. New York: The Center for Applied Research in Education, Inc., 1975.

Mallett, J.J. Reading Skills Activity Cards: Reading in the Content Areas. New York: The Center for Applied Research in Education, Inc., 1975.

Mallett, J.J. Reading Skills Activity Cards: Sight Word Knowledge. New York: The Center for Applied Research in Education, Inc., 1975.

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Platts, Mary E. LAUNCH: A Handbook of Early Learning Techniques for the Preschool & Kindergarten Teacher. Stevensville, Michigan: Educational Service, Inc., 1972.

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Schubert, D. G. Reading Games That Teach, Book III: Word Recognition. Monterey Park, California: Creative Teaching Press, Inc., 1969.

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Schubert, D.G. Reading Games That Teach, Book V: Comprehension. Monterey Park, California: Creative Teaching Press, Inc., 1971.

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Search Visuals 1: Reading Charts and Tables. New York: Scholastic Book Services, Inc., 1974.

Search Visuals 2: Reading Graphs. New York: Scholastic Book Services, Inc., 1974.

Search Visuals 3: Reading Maps, Volume One. New York: Scholastic Book Services, Inc., 1974.

Search Visuals 4: Reading Maps, Volume Two. New York: Scholastic Book Services, Inc., 1974.

Stauffer, R.G. The Language-Experience Approach to the Teaching of Reading. New York: Harper & Row, Publishers, 1970.

Weseloh, A.D. E-Z Bulletin Boards: A Way to More Effective Room Environment. Belmont, California: Lear Siegler, Inc./Fearon Publishers, 1969.

Wisconsin Design for Reading Skill Development: Teacher's Resource File-Comprehension. Minneapolis: National Computer Systems, Inc., 1974.

Wisconsin Design for Reading Skill Development: Teacher's Resource File-Study Skills. Minneapolis: National Computer Systems, Inc., 1973.

Wisconsin Design for Reading Skill Development: Teacher's Resource File-Word Attack. Minneapolis: National Computer Systems, Inc., 1972.

Lecture presentation on audiotape " An Introduction to Comprehension Skills"

Lecture presentation on audiotape "An Introduction to Word Identification Techniques"

Teacher Idea Packet: Using Reading Guides to Develop Comprehension Skills in the Content Areas

Teacher Idea Packet: Making Assignments More Meaningful

Teacher Idea Packet: Applying the Directed Reading Activity to a Content Area Lesson

2. Science

Anderson, R.D., DeVito, A., Dyril, E., Kellogg, M., Kochendorfer, L., Weigand.J.
Developing Children's Thinking Through Science. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1970.

Barrow, J.B., Lakus, J.W. How to Plan & Manage Minicourses. Washington: National Science Teacher's Association, 1973.

Bartholomew, Roland B. How to Tell What's Underground. Washington: National Science Teacher's Association, 1972.

Blackwood, P.E., Porter, T.R. How to Evaluate Science Learning. Washington: National Science Teacher's Association, 1969.

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Cox, David. C. How to Investigate the Environment in the City. Washington: National Science Teacher's Association, 1972.

Davis, Millard C. How to Read the Natural Landscape in Forest & Fields. Washington: National Teachers Association, 1972.

Eiss, A.F., Harbeck, M.B. Behavioral Objectives in the Affective Domain. Washington: National Teacher's Association, 1969.

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Environmental Education in the Elementary School. Washington: National Science Teacher's Association, 1972.

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Individualized Science - Like It Is. Washington: National Teacher's Association, 1972.

Koran, J.J., Montague, E.J. How to Use Behavioral Objectives. Washington: National Science Teacher's Association, 1969.

Metric Exercises. Washington: National Science Teacher's Association.

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Petty, Mary Clare. How to Record and Use Data. Washington: National Science Teacher's Association, 1965.

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Pratt, Grace K. How to Care for Living Things in the Classroom. Washington: National Science Teacher's Association, 1965.

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Schmidt, Victor E., Rockcastle, Verne, N. Teaching Science with Everyday Things. New York: McGraw Hill Company, 1968.

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Sund, R.B., Picard, A.J. Behavioral Objective and Educational Measures. Columbus, Ohio: Charles E. Merrill Publishing Company, 1972.

Sund, R.B., Tillery, B.W., Trowbridge, L.W. Investigate & Discover. Boston, Allyn & Bacon, Inc., 1975.

Schultz, Robert F. How to Build 5 Useful Electrical Devices. Detroit, Michigan: 1967.

Teacher's Guide , Webster Division, McGraw Hill Book Co.

Animals in the Classroom	1970
Batteries & Bulbs	1974
Batterirs & Bulbs II	1971
Budding Twigs	1970
Behavior of Mealworms	1966
Crayfish	1968
Daytime Astronomy	1971
Earthworms	1971
Eggs and Tadpoles	1974
Gases and Air	1974
Handle Radioistopes Safely	1973
Growing Seeds	1974
Ice Cubes	1974
Life of Beans and Peas	1969
Light and Shadows	1963
Match and Measure	1971
Microgardening	1968
Mobiles	1966
Pendulums	1966
Peas and Particles	1966
Pond Water	1969
Sink or Float	1971
Small Things- Introduction to Microscopic Worlds	1974
Rocks and Charts	1974
Use Chromatography	1973
Use Oscilloscope	1972

Trohanis, Pascal L. How to Present Audible Multi-Imagery. Washington: National Science Teacher's Association, 1971.

Victor, Edward, Lerner, Marjorie S. Readings in Science Education for the Elementary School. New York: MacMillan Publishing Company, Inc., 1975.

York, L. Jean. How to Plan & Organize Team Teaching. Washington: National Science Teacher's Association, 1969.

3. Language Arts

Ascheim, S. Materials for Open Education. New York: Dell Press, 1974.

Forte, Imogene. Nooks, Crannies & Corners. Tennessee: Incentive Publications, 1972.

Kaplan J. Change for Children. Tennessee: Incentive Publications, 1975.

Kaplan, S. A Young Child Experiences. California: Goodyear Publishing Co., Inc.,1975.

Moffett, James. Interaction: A Student-Centered Language Arts and Reading Program. Boston: Houghton Mifflin Company, 1973.

Morlan, John. Learning Centers. California: Fearon Publishing Company, 1974.

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Sargent, B. Integrated Day in An American School. Boston: National Association Independent Schools, 1972.

APPENDIX Q

INSTRUMENT USED TO
EVALUATE UNDERGRADUATE READING METHODOLOGY COURSE

STUDENT EVALUATION OF COMPETENCY-BASED
EDUCATION 322
METHODS AND MATERIALS IN TEACHING READING

Part I - Objective Information

Directions: In order to help evaluate the effectiveness of this course and to assist in subsequent revisions, please respond to the items that follow. Please place your answer on the machine-scoreable answer sheet.

1. How would you compare the value of this competency-based methods course to conventional methodology courses you have had?

   a. CB was much more valuable
   b. CB was more valuable
   c. CB was just as valuable
   d. CB was less valuable
   e. CB was of little value

2. How would you compare the amount of work in this competency-based approach to conventional methodology courses you have had?

   a. CB was much greater
   b. CB was greater
   c. CB was just as great
   d. CB was less
   e. CB was much less

3. What percentage of the <u>required objectives</u> did you complete in the first quarter of the course (Sept. 30 or Feb. 15th)?

   a. 0 - 20
   b. 21 - 40
   c. 41 - 60
   d. 61 - 80
   e. 81 -100

4. What percentage of the <u>required objectives</u> did you complete in the second quarter of the course (Oct. 31st or March 15th)?

   a. 0 - 20
   b. 21 - 40
   c. 41 - 60
   d. 61 - 80
   e. 81 -100

5. What percentage of the required objectives did you complete in the third quarter of the course (Nov. 30th or April 15th)?

   a. 0 - 20
   b. 21 - 40
   c. 41 - 60
   d. 61 - 80
   e. 81 - 100

6. What percentage of the required objectives did you complete in the fourth quarter of the course (January 10th or May 15th)?

   a. 0 - 20
   b. 21 - 40
   c. 41 - 60
   d. 61 - 80
   e. 81 - 100

Note: Do not answer items 7 - 10 unless you have completed optional objectives.

7. What percentage of the optional objectives did you complete in the first quarter of the course (Sept. 30th or Feb. 15th)?

   a. 0 - 20
   b. 21 - 40
   c. 41 - 60
   d. 61 - 80
   e. 81 - 100

8. What percentage of the optional objectives did you complete in the second quarter of the course (Oct. 31st or March 15th)?

   a. 0 - 20
   b. 21 - 40
   c. 41 - 60
   d. 61 - 80
   e. 81 - 100

9. What percentage of the optional objectives did you complete in the third quarter of the course (Nov. 30th or April 15th)?

   a. 0 - 20
   b. 21 - 40
   c. 41 - 60
   d. 61 - 80
   e. 81 - 100

10. What percentage of the optional objectives did you complete in the fourth quarter of the course January 10th or May 15th)?

    a. 0 - 20
    b. 21 - 40
    c. 41 - 60
    d. 61 - 80
    e. 81 - 100

Note: Do not answer items 11 - 38 unless you actually experienced one or more of the objectives in the respective modules.

11. How effective was the module on Stating Behavioral Objectives in Reading in preparing you to become a teacher of reading?

    a. Highly effective
    b. Moderately effective
    c. Effective
    d. Moderately ineffective
    e. Highly ineffective

12. How effective was the module on Nature of the Reading Process in preparing you to become a teacher of reading?

    a. Highly effective
    b. Moderately effective
    c. Effective
    d. Moderately ineffective
    e. Highly ineffective

13. How effective was the module on Assessing Performance in Reading in preparing you to become a teacher of reading?

    a. Highly effective
    b. Moderately effective
    c. Effective
    d. Moderately ineffective
    e. Highly ineffective

14. How effective was the module on Reading Readiness in preparing you to become a teacher of reading?

    a. Highly effective
    b. Moderately effective
    c. Effective
    d. Moderately ineffective
    e. Highly ineffective

15. How effective was the module on Word Identification in preparing you to become a teacher of reading?

    a. Highly effective
    b. Moderately effective
    c. Effective
    d. Moderately ineffective
    e. Highly ineffective

16. How effective was the module on Developing Comprehension Skills in preparing you to become a teacher of reading?

    a. Highly effective
    b. Moderately effective
    c. Effective
    d. Moderately ineffective
    e. Highly ineffective

17. How effective was the module on Using the Basal Reader in preparing you to become a teacher of reading?

    a. Highly effective
    b. Moderately effective
    c. Effective
    d. Moderately ineffective
    e. Highly ineffective

18. How effective was the module on Approaches to Reading Instruction: Language Experience in preparing you to become a teacher of reading?

    a. Highly effective
    b. Moderately effective
    c. Effective
    d. Moderately ineffective
    e. Highly ineffective

19. How effective was the module on Approaches to Reading Instruction: Individualized Reading in preparing you to become a teacher of reading?

    a. Highly effective
    b. Moderately effective
    c. Effective
    d. Moderately ineffective
    e. Highly ineffective

20. How effective was the module on Additional Approaches to Reading Instruction in preparing you to become a teacher of reading?

    a. Highly effective
    b. Moderately effective
    c. Effective
    d. Moderately ineffective
    e. Highly ineffective

21. How effective was the module on Work-Study Skills in preparing you to become a teacher of reading?

    a. Highly effective
    b. Moderately effective
    c. Effective
    d. Moderately ineffective
    e. Highly ineffective

22. How effective was the module on School and Classroom Organization for Individualizing Instruction in preparing you to become a teacher of reading?

    a. Highly effective
    b. Moderately effective
    c. Effective
    d. Moderately ineffective
    e. Highly ineffective

23. How effective was the module on Readability in preparing you to become a teacher of reading?

    a. Highly effective
    b. Moderately effective
    c. Effective
    d. Moderately ineffective
    e. Highly ineffective

24. How effective was the module on Children with Reading Difficulties in preparing you to become a teacher of reading?

    a. Highly effective
    b. Moderately effective
    c. Effective
    d. Moderately ineffective
    e. Highly ineffective

25. Rate the clarity of the stated objectives in the module entitled Stating Behavioral Objectives in Reading.

    a. Extremely clear
    b. Clear
    c. Adequate
    d. Unclear
    e. Extremely unclear

26. Rate the clarity of the stated objectives in the module entitled Nature of the Reading Process.

    a. Extremely clear
    b. Clear
    c. Adequate
    d. Unclear
    e. Extremely unclear

27. Rate the clarity of the stated objectives in the module entitled Assessing Performance in Reading.

    a. Extremely clear
    b. Clear
    c. Adequate
    d. Unclear
    e. Extremely unclear

28. Rate the clarity of the stated objectives in the module entitled Reading Readiness.

    a. Extremely clear
    b. Clear
    c. Adequate
    d. Unclear
    e. Extremely unclear

29. Rate the clarity of the stated objectives in the module entitled Word Identification.

    a. Extremely clear
    b. Clear
    c. Adequate
    d. Unclear
    e. Extremely unclear

30. Rate the clarity of the stated objectives in the module entitled Developing Comprehension Skills.

    a. Extremely clear
    b. Clear
    c. Adequate
    d. Unclear
    e. Extremely unclear

31. Rate the clarity of the stated objectives in the module entitled Using the Basal Reader.

    a. Extremely clear
    b. Clear
    c. Adequate
    d. Unclear
    e. Extremely unclear

32. Rate the clarity of the stated objectives in the module entitled Approaches to Reading Instruction: Language-Experience.

    a. Extremely clear
    b. Clear
    c. Adequate
    d. Unclear
    e. Extremely unclear

33. Rate the clarity of the stated objectives in the module entitled Approaches to Reading Instruction: Individualized Reading.

    a. Extremely clear
    b. Clear
    c. Adequate
    d. Unclear
    e. Extremely unclear

34. Rate the clarity of the stated objectives in the module entitled Additional Approaches to Reading Instruction.

    a. Extremely clear
    b. Clear
    c. Adequate
    d. Unclear
    e. Extremely unclear

35. Rate the clarity of the stated objectives in the module entitled Work Study Skills.

    a. Extremely clear
    b. Clear
    c. Adequate
    d. Unclear
    e. Extremely unclear

36. Rate the clarity of the stated objectives in the module entitled School and Classroom Organization for Individualizing Instruction.

    a. Extremely clear
    b. Clear
    c. Adequate
    d. Unclear
    e. Extremely unclear

37. Rate the clarity of the stated objectives in the module entitled Readability.

a. Extremely clear
b. Clear
c. Adequate
d. Unclear
e. Extremely unclear

38. Rate the clarity of the stated objectives in the module entitled Children with Reading Difficulties.

a. Extremely clear
b. Clear
c. Adequate
d. Unclear
e. Extremely unclear

Note: Do not answer individual items between 39-49 unless you actually experienced the activity indicated.

39. Indicate the value of the professional readings in helping you to meet the objectives in the course.

a. Very helpful
b. Helpful
c. Adequate
d. Less helpful
e. No help

40. Indicate the value of live lectures in helping you to meet the objectives in the course.

a. Very helpful
b. Helpful
c. Adequate
d. Less helpful
e. No help

41. Indicate the value of seminar/group discussions in helping you to meet the objectives in the course.

a. Very helpful
b. Helpful
c. Adequate
d. Less helpful
e. No help

42. Indicate the value of individual conferences in helping you to meet the objectives in the course.

a. Very helpful
b. Helpful
c. Adequate
d. Less helpful
e. No help

43. Indicate the value of videotapes in helping you to meet the objectives in the course.

    a. Very helpful
    b. Helpful
    c. Adequate
    d. Less helpful
    e. No help

44. Indicate the value of autiotapes in helping you to meet the objective in the course.

    a. Very helpful
    b. Helpful
    c. Adequate
    d. Less helpful
    e. No help

45. Indicate the value of filmstrips in helping you to meet the objectives in the course.

    a. Very helpful
    b. Helpful
    c. Adequate
    d. Less helpful
    e. No help

46. Indicate the value of slides/audiotapes in helping you to meet the objectives in the course.

    a. Very helpful
    b. Helpful
    c. Adequate
    d. Less helpful
    e. No help

47. Indicate the value of live demonstration lessons in helping you to meet the objectives in the course.

    a. Very helpful
    b. Helpful
    c. Adequate
    d. Less helpful
    e. No help

48. Indicate the value of experiences with children in helping you to meet the objectives in the course.

    a. Very helpful
    b. Helpful
    c. Adequate
    d. Less helpful
    e. No help

49. Indicate the value of manipulation of materials in helping you to meet the objectives in the course.

    a. Very helpful
    b. Helpful
    c. Adequate
    d. Less helpful
    e. No help

Note: Do not answer individual items between 50-55 unless you actually experienced the form of postassessment that is indicated.

50. Indicate how you feel about the papers which were used to assess your competency in the course.

    a. Highly valuable
    b. Very valuable
    c. Of moderate value
    d. Of little value
    e. Of no value

51. Indicate how you feel about the objective tests which used to assess your competency in the course.

    a. Highly valuable
    b. Very valuable
    c. Of moderate value
    d. Of little value
    e. Of no value

52. Indicate how you feel about the short essay tests which were used to assess your competency in the course.

    a. Highly valuable
    b. Very valuable
    c. Of moderate value
    d. Of little value
    e. Of no value

53. Indicate how you feel about the task sheets which were used to assess your competency in the course.

    a. Highly valuable
    b. Very valuable
    c. Of moderate value
    d. Of little value
    e. Of no value

54. Indicate how you feel about the observations which were used to assess your competency in the course.

    a. Highly valuable
    b. Very valuable
    c. Of moderate value
    d. Of little value
    e. Of no value

55. Indicate how you feel about the projects which were used to assess your competency in the course.

    a. Highly valuable
    b. Very valuable
    c. Of moderate value
    d. Of little value
    e. Of no value

56. Rate your degree of satisfaction with the cooperation you received from the teaching staff at the Henry Barnard Laboratory School.

    a. Highly satisfied
    b. Very satisfied
    c. Moderately satisfied
    d. Very dissatisfied
    e. Highly dissatisfied

57. Rate your degree of satisfaction with the cooperation you received from the teaching staff in the Cranston Public School System.

    a. Highly satisfied
    b. Very satisfied
    c. Moderately satisfied
    d. Very dissatisfied
    e. Highly dissatisfied

58. Rate your degree of satisfaction with the theory of self-pacing.

    a. Highly satisfied
    b. Very satisfied
    c. Moderately satisfied
    d. Very dissatisfied
    e. Highly dissatisfied

59. Rate your degree of satisfaction with your ability to self-pace yourself.

    a. Highly satisfied
    b. Very satisfied
    c. Moderately satisfied
    d. Very dissatisfied
    e. Highly dissatisfied

60. Rate your degree of satisfaction with the alternate routes of instruction that were available to you for each objective.

    a. Highly satisfied
    b. Very satisfied
    c. Moderately satisfied
    d. Very dissatisfied
    e. Highly dissatisfied

61. Rate your degree of satisfaction with the way the professors utilized their time to assist you in the course.

    a. Highly satisfied
    b. Very satisfied
    c. Moderately satisfied
    d. Very dissatisfied
    e. Highly dissatisfied

62. Now that the course is over, do you feel that the amount of work and effort was worthwhile?

    a. Yes
    b. No

63. What grade do you plan to receive in the course?

    a. A
    b. B
    c. C
    d. D
    e. F

64. To what degree did the handbook, Methods and Materials in Teaching Reading: A Competency-Based Approach - Stieglitz/Rude help you in this course?

    a. Extremely helpful
    b. Very helpful
    c. Helpful
    d. Of minimum help
    e. Of almost no help

65. As a result of this course, would you be willing to enroll in another competency-based methodology course?

    a. Yes
    b. Undecided
    c. No